

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180015

Grants.gov Tracking#: GRANT12657769

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180015

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/20/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

The University of Texas at Austin

* b. Employer/Taxpayer Identification Number (EIN/TIN):

746000203

* c. Organizational DUNS:

170230239

d. Address:

* Street1:

3925 West Braker Lane

Street2:

Suite 3.340

* City:

Austin

County/Parish:

Travis

* State:

TX: Texas

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

78759-5316

e. Organizational Unit:

Department Name:

Office of Sponsored Projects

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Meghan

Middle Name:

T

* Last Name:

Daniels

Suffix:

Title:

Grants & Contract Specialist

Organizational Affiliation:

The University of Texas at Austin

* Telephone Number:

512-471-6424

Fax Number:

512-232-6649

* Email:

m.daniels@austin.utexas.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Areas_Affected_by_Project1031558997.pdf

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

NRC/FLAS Proposal, Center for European Studies, University of Texas at Austin

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant TX-025

* b. Program/Project US-a11

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 08/15/2018

* b. End Date: 08/14/2022

18. Estimated Funding (\$):

* a. Federal	2,099,880.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,099,880.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Elena

Middle Name: V

* Last Name: Mota

Suffix:

* Title: Assistant Director

* Telephone Number: 512-232-1419 Fax Number: 512-232-6649

* Email: osp@austin.utexas.edu

* Signature of Authorized Representative: Elena Mota * Date Signed: 06/20/2018

Areas Affected by Project

- All 50 states
- All of Europe and the European Union

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The University of Texas at Austin

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	61,193.00	92,577.00	94,934.00	97,356.00		346,060.00
2. Fringe Benefits	16,979.00	26,038.00	26,730.00	27,442.00		97,189.00
3. Travel	16,500.00	16,500.00	16,500.00	16,500.00		66,000.00
4. Equipment						
5. Supplies	4,500.00	4,500.00	4,500.00	4,500.00		18,000.00
6. Contractual						
7. Construction						
8. Other	150,800.00	110,357.00	107,308.00	104,174.00		472,639.00
9. Total Direct Costs (lines 1-8)	249,972.00	249,972.00	249,972.00	249,972.00		999,888.00
10. Indirect Costs*	19,998.00	19,998.00	19,998.00	19,998.00		79,992.00
11. Training Stipends	255,000.00	255,000.00	255,000.00	255,000.00		1,020,000.00
12. Total Costs (lines 9-11)	524,970.00	524,970.00	524,970.00	524,970.00		2,099,880.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 09/01/2014 To: 08/31/2018 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health & Human Services

The Indirect Cost Rate is 56.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
The University of Texas at Austin	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Elena V Mota	Assistant Director
APPLICANT ORGANIZATION	DATE SUBMITTED
The University of Texas at Austin	06/20/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="N/A"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text" value="N/A"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text" value="N/A"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Elena V Mota"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Elena"/> Middle Name <input type="text" value="V"/> * Last Name <input type="text" value="Mota"/> Suffix <input type="text"/> Title: <input type="text" value="Assistant Director"/> Telephone No.: <input type="text" value="512-232-1419"/> Date: <input type="text" value="06/20/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

CES_GEPA1031662081.pdf

Add Attachment

Delete Attachment

View Attachment

Statement on compliance with Section 427 of GEPA

The University of Texas at Austin (UT) is committed to an educational and working environment that provides equal opportunity to all members of the university community. In accordance with federal and state law, the university prohibits unlawful discrimination, including harassment, on the basis of race, color, religion, national origin, gender, age, disability, citizenship, or veteran status. Discrimination on the basis of sexual orientation or gender identity is also prohibited pursuant to university policy. The University of Texas at Austin is committed to providing equal access and treatment for eligible students and other project participants who are members of traditionally under-represented groups.

The fall 2017 undergraduate and graduate student body at UT was composed of 42.4% white, 20.4% Latinx (any combination), 4.6% African-American, 18.2% Asian, 0.2% American Indian, 0.1% Hawaiian/Pacific Islander, 2.6% two or more ethnicities excluding Latinx and African-American, 10.2% foreign, and 1.2% unknown. The Center for European Studies is committed to ensuring that all members of the student body will have full access to our events and academic programs.

The UT campus is now completely converted to provide wheelchair access to all classrooms, libraries, offices, and dormitories. Students with learning disabilities or with hearing and visual impairments identify themselves to the faculty members, who have been instructed in how to comply with all the provisions of the Americans with Disabilities Act to the fullest extent possible. Additionally, all university websites are required to be in full compliance with U.S. Section 508 guidelines for alternative accessibility.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The University of Texas at Austin

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
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2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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ABSTRACT

The Center for European Studies (CES) at the University of Texas at Austin (UT) is the key European National Resource Center in the Southwest, and the founder of the “Texas-EU Business Summit,” along with the newly instituted “The Austin Seminar” in Diplomacy and Strategy. Its core missions are: (1) to promote European studies through language, culture, history, economics, business, the arts, and politics; (2) to secure opportunities for undergraduate and graduate study abroad; (3) to facilitate connections among the schools, colleges, and organizations at UT invested in European Studies; (4) to engage K-16 students, the business community, and others in the study of Europe through a vigorous outreach program; and (5) to foster relationships with European governmental centers in Texas, the southwest, and the nation. CES has a doctoral portfolio program and offers an undergraduate major in which students must pursue at least one foreign language among the 16 European languages available for study: Bosnian/Croatian/Serbian, Bulgarian, Czech, Danish, Dutch, French, German, Italian, Norwegian, Polish, Portuguese, Spanish, Swedish, Turkish, Ukrainian, and Yiddish.

To enhance the study of foreign languages and strengthen UT’s ongoing commitment to the use of state-of-the-art technology in instruction, CES maintains a strong collaborative relationship with the Texas Language Center (TLC), which oversees innovations in teacher training at UT and supervises consistency and reliability in assessing ACTFL-based proficiency standards, and the Center for Open Education Resources in Languages and Learning (COERLL), which is a Language Resource Center (LRC). UT students and scholars also have access to a wealth of libraries across campus (the UT library system is currently ranked twelfth in North America).

UT boasts a longstanding commitment to European Studies with remarkable strengths in the humanities and the social sciences in the College of Liberal Arts as well as major strengths in the LBJ School of Public Affairs (LBJ), the School of Law, the College of Fine Arts, the School of Architecture, and the Moody College of Communication. Moreover, UT maintains strong ties with universities throughout Europe, regularly hosting visiting professors and dignitaries. UT is a leader in international education: it sends more students abroad than any other university in Texas and over half go to the European countries approved for CES majors. UT is also a recognized leader in bringing European languages to the broader community through state-of-the-art technology and open access education and materials. With this funding, UT will also increase its efforts to bring European-based topics of interest to: (1) K-12 students throughout Texas by offering enhanced teacher training and (2) students at Minority-Serving Institutions (MSIs) and Community Colleges, also in collaboration with Colleges/Schools of Education and, more broadly, local colleges eligible for Title III and Title V funding. **Altogether, our project proposal addresses and meets the needs, and aims, of both the Absolute Priorities 1 & 2 and both the Competitive Preference Priorities 1 & 2. To this end, we will:**

- Build technology-assisted European language programs for hybrid courses (based on distance and on-site technology-mediated interaction) with COERLL, as well as train high school and university teachers (and graduate students) in the language programs through vigorous outreach initiatives and workshops. The impact of this work will be national in scope.
- Continue to build with LBJ a recently instituted diplomatic training workshop, led by Ambassador Hutchings, called “The Austin Seminar.” The impact will be national in scope and involve extensive European and US diplomatic partnerships.
- Create eight new ES courses through curricular enhancement across campus, focusing as well on two key professional schools: the McCombs School of Business and LBJ, while also working with the brand new Dell School of Medicine.
- Create four new Foreign Language Across the Curriculum (FLAC) classes with TLC with a focus on LCTLs.
- Build durable connections with professional schools and existing Title VI NRCs on campus to promote interdisciplinary and transnational research through conferences, events, and curriculum development. We will also continue our collaborations along with other Title VI NRCs at US universities. The impact will be national in scope.
- Enhance our existing and extensive outreach program with UT’s Hemispheres focusing on K-12 education, teacher training, area studies and language education, the business community, local colleges eligible for Title III and Title V funding, MSIs, Colleges of Education, Community Colleges, and the general public.
- Develop a tight group of political scientists who are employed as professors in major research universities in the southwest and are seeking to and create a collaborative community of highly productive, resource-sharing scholars.
- Strategically collaborate with NRCs in the US, such as the University of Minnesota Twin Cities and the University of California at Berkeley, on specifically European-funded projects
- Continue to forge our existing collaborations with MSIs and establish new ones through course offerings, course development, mentorships, visiting lectures, and conference workshops. The impact will be national in scope.
- Develop our extensive business outreach training program with a new workshop with IC², the UT economic incubator, and especially our new partner university in Luleå, Sweden, with a focus on technology, energy, and sustainability.
- Leverage CES’s ongoing work with the EU, the UT School of Energy, and the City of Austin to showcase at the highly publicized and frequented South-by-Southwest (SXSW) significant information about the achievements of Europe in the areas of climate change, sustainability, energy conservation, and new technologies. The impact will be national in scope and involve extensive European and US academic, governmental, and business partnerships.

Project Narrative File(s)

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Grant Application
for the
NATIONAL RESOURCE CENTERS
and
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS
PROGRAMS

CFDA NO. 84.015A&B

2018-2022

**CENTER FOR EUROPEAN STUDIES
THE UNIVERSITY OF TEXAS AT AUSTIN**



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June 25, 2018



WHAT STARTS HERE CHANGES THE WORLD

Principal Investigator
Douglas Biow
Center for European Studies, Director
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Superior Oil Company-Linward Shivers Centennial Professor

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FIVE LETTERS OF SUPPORT:

1. Dr. Randy Diehl, Dean of the College of Liberal Arts, The University of Texas at Austin
2. Charles M. Cook, Provost and Executive Vice-President for Academic Affairs, Austin Community College
3. Dr. Collette Pierce Burnett, President and CEO, Huston-Tillotson University
4. Heather Thompson, Director of Study Abroad, The University of Texas at Austin
5. Carl Blyth, Director of COERLL [Center for Open Educational Resources & Language Learning], The University of Texas at Austin

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CRITERION A. Program Planning & Budget [See Appendix 1 for Budget Details](#)

A 1/2. Proposed Activities & Development Plan. Over the 2018-2022 grant cycle, the Center for European Studies [CES] at the University of Texas at Austin [UT] will increase its Less Commonly Taught Languages [LCTLs] from 12 to 13 as well as develop and institutionally invest in hybrid teaching materials for LCTLs; it will enhance European Studies [ES] area studies at UT, especially with a focus on interdisciplinary and transnational studies; it will forge additional collaborative linkages with professional schools, colleges, and universities, including Community Colleges and Minority-Serving Institutions [MSIs] that meet the needs of Hispanic, Black, and under-resourced constituencies; and it will provide services for the broader K-16 and business community. The three main activities (below) are: (1) Language & Course Development; (2) Outreach Development; and (3) Scholarly Events. They will meet both Competitive Preference Priorities and both Absolute Priorities. For precise details of costs [see Budget \[B\], Appendix 1.](#)

I. Language & Course Development: [See Detailed Appendix 1 for Costs](#)

CES's language and course development projects fulfill the polyvalent mission of the Department of Education's National Foreign Language Resource Center [NFLRC] program (e.g., applied linguistics research, materials development, K-12 initiatives, LCTLs, and teacher development).

[Expansion of LCTL offerings.](#) UT will continue to expand its selection of LCTL courses, using grant funds to support beginning through advanced courses in Ukrainian, including "Accelerated Ukrainian." For the first time in fall 2018, UT will now also offer "Accelerated Romanian," targeting students with an advance proficiency in a Romance or Slavic languages. Grant funds will support a tutor for supplemental conversation hours for this course, taught by the new UT faculty member Jason Roberts. In addition, CES and the Center for Russian, East European and Eurasian Studies [CREEES] will award LCTL stipends to support "on demand" instruction European languages for which we have faculty expertise but are not regularly taught at UT (for example,

Romani). These stipends will also support upper levels of LCTLs when no organized course exists (for example 4th or 5th year Polish or Bosnian/Croatian/Serbian [BCS]). UT faculty will act as instructors of record, coordinating the curriculum and securing qualified native speakers in target languages to meet with students for three hours weekly. The Texas Language Center [TLC] (for its overall institutional design and function, [see](#) pp. 36-39), will vet tutors and check in regularly to monitor and evaluate student/faculty progress. For costs, [see](#) [Budget \[B\]](#) 1.7&8.

New Models of Language Instruction, Teacher Training (K-16) in Hybrid Educational Contexts, & Open-Access and Training of Language Materials.

CES will devote National Resource [NRC] funds to subsidize research to be developed in the applied linguistics programs of French & Italian [FRIT], Germanic Studies [GRS], Spanish & Portuguese [S&P], and Slavic & Eurasian Studies [SES] and that will have important, practical implications for ES language pedagogy at UT, regionally, and nationally. Led by Second Language Acquisition [SLA] specialists Carl Blyth (FRIT), Orlando Kelm (S&P), Hans Boas (GRS), and Christian Hilchey (SES), this research will: (1) analyze and guide graduate instructor training and undergraduate language learning using innovative technologies in a financially competitive environment; (2) reveal how computer-mediated learning practices such as hybrid ES language classes using online resources can be harnessed most effectively for facilitating foreign language learning; (3) use practical guidelines for best practices and effective assessment developed in the prior grant cycle to further ES teacher training and language teaching with TLC; and (4) regularly assess the materials developed through funded research in order to systematically and cyclically evaluate the effectiveness of current language pedagogy practices, find ways to improve them, implement improvements, and re-evaluate new practices. Meeting the Absolute Priority [AP], CES will offer with TLC yearly summer workshops to high school and community college instructors in connection with this research and our work with the Center for Open Educational Research Language &

Table 1. CES Collaborations with COERLL [Center for Open Educational Research Language & Learning]**1. *Mi Vida*: Open Course Ware for Beginning and Intermediate Spanish** (For costs, see Budget 8.2.B1)

The objective of this project is to apply the tenets of the Multiliteracies Framework “Learning by Design” and of performance-based instruction and assessment to the development of beginning and intermediate Spanish Open Educational Resource [OER]. The OER will be based on the Lower Division Spanish curriculum currently under development at Texas A&M University [U]. With A&M we will develop online Spanish OER for use at other universities. In addition, this project seeks to provide graduate students at UT and Texas A&M with opportunities for professional development in the areas of Second Language pedagogy and OER creation.

2. *Reality Czech*: An Open Course in Czech Language and Culture (For costs, see Budget 8.2.B2)

The goal of the project is to develop a more contemporary, interactive, and personalized curriculum to better suit the needs of twenty-first century Czech language students. The UT *Reality Czech* team will develop an independent textbook website with materials available online to anyone under a Creative Commons license. The following materials have been or are currently being created: online grammar exercises, vocabulary lists and flashcards, conversation videos, map videos for locations in Prague, cultural videos and print-on-demand activity book. Unlike commercial textbooks, *Reality Czech* is based on open media content found online, which radically changes the nature of pedagogical materials. First, the materials are created by Czech speakers and are typically more authentic and natural than the content found in most textbooks. Second, because the content of *Reality Czech* carries an open license, teachers and learners can edit and redesign the materials to suit their local needs. In other words, *Reality Czech* may be used as is or edited and adapted by users as they see fit. *Reality Czech*’s open content and open license will set a new standard for innovation in foreign language publishing.

3. *Língua da Gente*: From Podcasts to Language Lessons (For costs, see Budget 8.2.B3)

Our Portuguese podcast series, *Língua da Gente* [LDG] provides learners with hundreds of ancillary materials to enhance the learning of Portuguese. While the podcasts are in heavy use by Portuguese learners around the world, many university-level instructors have asked us to develop lesson plans for more seamless integration with commercial materials. This project will develop a teacher’s manual that demonstrates how to integrate the podcast series with commercial textbooks. In particular, the project will create a search feature for the LDG website so that teachers and learners may sort lessons by level, topic, communicative function, and grammar. In addition, the project director will correlate the LDG content with the chapters in *Ponto de Encontro*, the most widely adopted Portuguese textbook in American higher education. Finally, the developers of LDG will create learning objectives and extensive lesson plans based on the popular ‘can do statements’ as promoted by ACTFL.

Learning [COERLL] (See Table 1). All of the research results and teaching and assessment materials will be disseminated through CES’s Open Access Initiative to K-16 instructors across Texas, and to wider audiences at national conferences. Finally, CES will continue to collaborate with the Texas Higher Education Coordinating Board allowing teachers to receive Continuing Education credit for their training at the workshops. (For costs, see Budget 8.2.B1-3)

Plan for Foreign Language Across the Curriculum [FLAC] Program in European Languages.

The FLAC program will be monitored by TLC over the grant period and developed with CES through constant feedback assessment (see pp. 37-38). Students will demonstrate their competence in the target language and a cross-cultural understanding of the field studied in the language course accompanying a non-language one. We will gradually be adding more languages, including

various LCTLs (such as BCS, Czech, and Polish), into the offerings. (See Budget 8.2.A2)

Increase Interdisciplinary ES Courses & Linkages with Professional Schools. CES will partner with the McCombs School of Business's [McSB]'s International Business [IB] program and CIBER [Center for International Business Education and Research] to create four new interdisciplinary [ID] undergraduate courses devoted to Europe and the European Union [EU]. These courses will be available for the large undergraduate population invested in Europe in McSB, International Relations and Global Studies [IRG], CES, and the newly designed Certificate in Global Business (See Table 2 and Budget 1.4). CES will also be partnering with the LBJ School of Public Affairs [LBJ], the School of Law [Law], the History Department [Hist], CREEES, the Anthropology Department [Anthro], the Government Department [Govt], and the new Dell Medical School [DMS] at UT to develop four new interdisciplinary graduate courses through strategically themed curricular grants (See Table 3 and Budget 8.2.A1). Finally, we will be organizing with the Rapoport Center for Human Rights & Justice [RCHRJ] yearly "Distinguished EU Law Lectures" designed to accompany classes in Law dedicated to Europe. (See Budget 8.3.A1)

Table 2 Proposed New ID Courses in McSB dedicated to the EU and International Business [IB]

McSB, IRG, CES	EU Commercial Regulations
McSB, IRG, CES	Brexit & Europe
McSB, IRG, CES	Management in the EU
McSB, IRG, CES	The EU's Practice of Business

Table 3. Possible New ID Courses in LBJ, Govt, CREEES, Anthro, Law, Hist (* = co-taught course)

Hist, LBJ	1968 and Its Legacy in Europe
Anthro, Govt	Nationalism/Race in the EU*
Hist, Govt, LBJ, Law	EU Global Politics & Law*
CREEES, LBJ, DMS	Race and Healthcare in EU*
Govt, LBJ	EU Campaign Communication
CREEES, Hist	Roma and EU: Present and Past
Hist, Govt	"Yugoslavs" from the 1990s*
CREEES, Anthro	European Environments

II. Outreach Development: See Appendix 1 for Costs

Teacher Training & Workshops. Since becoming an NRC in 2010, CES has devoted significant resources to develop a large-scale K-12 teacher-training program (see p. 45), which is essential to the Absolute Priority of Title VI. In the new grant cycle we will continue to enhance CES's long-term outreach mission by hosting: (1) two one-day K-12 teacher-training workshops per academic

Table 4. Hemispheres Activities For costs, see Budget [B] 8.1.A1-8	
1. Hemispheres Summer Institute [HSI] for K-12 Educators. Meets Absolute Priority [AP] 2	Each HSI focuses on essential world studies course topics drawn from the Texas teaching standards and state-mandated assessments (e.g. human rights issues, challenges in the developing world, etc.). HSI consists of content enrichment sessions led by faculty and offers models of integration of concepts in the classroom. HSI curriculum unit topics are designed for K-12 educators, stem from HSI themes, and provide resources to a national audience.
2. Hemispheres and CES K-12 Workshops and Regional Training Sessions. Meets AP 2	The Workshops and Regional Training Sessions funds the Hemispheres team to reach educators both in the Austin area and those not able to attend Austin-based programs.
3. Hemispheres and CES Curriculum Development. Meets AP 2	The Hemispheres Curriculum Development project provides grants to K-12 teachers attending the HSI or any of the other yearly workshops. They will have the opportunity to expand on the materials presented, and their final curriculum unit posted on the Hemispheres website and disseminated to the other participants so that they may integrate the unit into their own classroom and schools. The CES Curriculum Development grants will be awarded to K-12 educators who create curriculum units based on the existing Digital Speakers Bureau [DSB] videos. The call for proposals will be advertised state-wide and the final units will be posted on CES and DSB websites.
4. “Teaching from the Archives” Workshops. Meets Competitive Preference Priority 2 [CP2]	“Teaching from the Archives” is an annual workshop series presented by UT faculty in partnership with the Harry Ransom Center [HRC] and Hemispheres. Targeted to pre-service teachers of Secondary English and Social Studies, the three 3-day professional development workshops provide attendees with the opportunity to use the HRC’s extensive collection to create with researchers and other teachers new classroom lesson plans and activities.
5. Hemispheres “Critical Literacy and Language Summer Institute” Meets AP 2 and CP 2	Facilitated by UT’s College of Education, the two-day professional development workshop infuses international learning into the elementary classroom through reading and English Language Arts. Hemispheres will ensure that at least half of the attendees will be from outside of the Austin area. Teachers will leave the workshop with materials, skills, and examples of how to integrate international education into their teaching as well as lesson plans that will be shared through the Hemispheres website and listserv and the College of Education’s networks.
6. Hemispheres Promotional Program	The Hemispheres Promotional Program includes the production and distribution of print materials (brochures, postcards, etc.) and promotional items that raise awareness of Hemispheres’ services for educators. Funding will also be used for exhibit fees for state, regional, and national conferences (e.g. Texas Council for the Social Studies, American Council on the Teaching of Foreign Languages, etc.) geared toward K-12 educators.
7. Hemispheres’ NCSS 2019 Austin Pre-Conference Program	A one-day conference held prior to the National Council for Social Studies which will be hosted in Austin in Fall 2019. The conference allows NRC Outreach Coordinators from all universities to gather to discuss best practices and ideas for new and continued collaboration.
8. Hemispheres’ CES Digital Speakers Bureau [DSB]	We will continue to add units to our DSB, a project consisting of short 6- to 20-minute videos for K-12 use. Video topics include a wide range of subjects, from Government to Art, and are intended for use in the middle and high school classrooms as a learning tool available for assignments out of the classroom.

year focusing on Europe; (2) four yearly ES language-training workshops with TLC (3) one yearly collaborative teacher-training workshop on the Harry Ransom Center [HRC]’s European materials; and (4) a yearly, two day teacher training workshop in collaboration with UT’s College of Education. Additionally, it will provide ES language-teaching workshops across the state and in the southwest for the new methodology for hybrid foreign language pedagogy, as described

above (see pp. 1-3, Table 1, and B8.2.B1c,2c, & 3c) in collaboration with TLC. All teacher-training workshops will be evaluated through continuous feedback and adaptation and monitored by CES.

Hemispheres (see pp. 45-46) & Additional Teacher-Training. CES is a core member of Hemispheres, a unique, collaborative outreach program at UT that focuses on world studies through strategic campus resource sharing (see pp. 45-46). Hemisphere's collective mission is organized by the outreach coordinators of the five main area studies programs at UT, all of which are NRCs: CES, CREEES, the Center for Middle Eastern Studies [CMES]; the Lozano Long Institute for Latin American Studies [LLILAS]; and the South Asia Institute [SAI]. Table 4 (p. 5) lists the eight main activities that Hemispheres will be engaged in over the four-year grant period and summarizes each project and its scope; it also indicates which activities meet the Absolute Priority [AP] and Competitive Preference Priorities [CPs]. See B8.1.A1-8 and B8.1B1-6 for costs.

Community Development in Higher Education, Collaborating with MSIs in Austin. In keeping with CP 1, CES will continue to support Huston-Tillotson University [HTU], a four-year, historically black college, by furnishing it with an ES class each semester on European politics or history, beginning in fall 2018 (see Table 5, p. 7). This collaboration, implemented systematically in the prior grant cycles, will now finally allow CES to reach its long-term goal of institutionalizing a full-fledged Global Studies major at HTU in the 2018-22 grant cycle, thanks to the commitment of HTU's Dean of Arts and Sciences, as well as a shared commitment on the part of the other four UT area studies programs. Additionally, CES and the other UT NRCs will support HTU through a course buyout for key faculty developing the Global Studies major, supplying textbooks to select classes in the program, hosting an annual two-day workshop for HTU faculty involved in the new major, and contributing to HTU global studies events throughout the year. We will also continue our highly-successful Globalizing Curriculum Faculty Learning Community [FLC], a collaborative partnership between Austin Community College [ACC] and Hemispheres. In year 2 of this

grant cycle, we will add faculty from Texas State University [TSU], another MSI located near Austin. The FLC provides the participating ACC and MSI faculty the opportunity to learn more about international issues while developing a global curriculum for new or pre-existing courses. We will also be providing MSI faculty throughout the region invested in ES with access to research funds, and develop conferences with some of them, per CP 1 (see Table 7, p. 13). Additionally, CES will work with the U of Texas Rio Grande Valley [RGV] on a Global Thinking Series addressing such topics as European Security. (For costs see Budget 4.2 and 8.1.B1-8)

Library Plans. Recognizing the need for both our own communities as well as those throughout

the nation (especially MSIs), we propose to identify, create and make accessible significant European content. Such a project enables interdepartmental partnerships at UT; leverages faculty enthusiasm for building international studies library and intellectual strengths;

Table 5 CES-Sponsored Courses To Be Taught at HTU from 2018-22

2018 fall	Current Events in Europe
2019 spring	European Migration History
2019 fall	European Global Politics
2020 spring	Modern European History
2020 fall	The EU and European Government
2021 spring	European Women's History
2021 fall	The Politics of the EU
2022 spring	European Imperial History

harnesses the “open access imperative” for outreach and common public good; and creates opportunities for training and recruiting future area studies librarians to the profession. Working with UT NRC applicants, this project position would place a diverse set of unique ES content on the Internet, establish a methodology for moving international digital resources forward, and would leverage deep partnerships between librarians and faculty to design and deliver instruction and outreach on digital methodologies tied to ES. CES will also work with UT bibliographers to acquire targeted materials published in Europe with special emphasis on supporting ES faculty and graduate research. Finally, CES will work with HTU to acquire books for their library targeted to the ES classes funded by CES over the grant period (see Table 5, and for costs, see B1.5 and B4.2).

Major New Business Outreach Plans. Over the grant period, CES will be partnering with the EU

Delegation in Washington DC to establish a significant presence at Austin's South-by-Southwest [SXSW], one of the most important cultural, technology, and business networking events in the entire US, attracting on average 400,000 attendees each year from various sectors of the economy. Our collaboration with the EU Delegation—which will host about a dozen EU nations and a select number of European technology start-ups at its venue—will benefit directly from CES's two-year "Getting to Know Europe Grant" [GTKEG] funded by the EU. Our collaboration—dubbed "EU/UT@SWSW"—will unfold in principally two integrated ways over the grant cycle (**see** Table 6, p. 10, for board of advisors). First, CES will provide the EU Delegation and its member nations with UT faculty who can speak directly to three key areas of interest that both the EU Delegation and CES have chosen to focus on in their SXSW partnership: Europe's commitment to (1) the development of and investment in innovative digital technologies, (2) the creation and conservation of innovative and important cultural artifacts, and (3) research tied to climate change and long-term, innovative, sustainable energy practices. UT's experts, whose primary duty will be to spark conversation among stakeholders present at EU's SXSW venue, will come from CES affiliated faculty in fields dedicated to green energy, petroleum, and sustainability studies; legal, human rights, and public policy studies; museum and film studies; and computational and digital engineering. Both the EU's Ambassador and head of trade will be at the SXSW event. Second, as part of its GTKEG, CES will be partnering with the EU and the IC² Institute [IC²] (**see** p. 29 on IC²) on a large-scale, innovative business training project devoted to enhancing collaborations and economic development in Austin and select countries of Europe by exposing young European professionals to the vibrant Austin start-up technology community. Specifically, over the grant cycle IC² and CES will be bringing approximately ten representatives of European technology start-ups and young professionals involved in local government and chambers of commerce (and their equivalents in the participating European regions) to Austin for 1-week of intensive training

in the Austin start-up environment, including attending panels and presentations at SXSW Interactive; meeting with Austin business, city, and university leadership; and holding one-on-one visits and discussions with local incubator companies, such as “Capital Factory (CF),” which is currently the largest incubator-accelerator-investment facility in Texas and one of the largest in the US, with over 300 SaaS-based companies in various stages of growth and development. Initially our focus with our European partners will be on Sweden (especially the Luleå U of Technology and the Arctic Business Incubator) and France (especially the Curie Institute), as well as Norway and Finland, but our collaborations will expand over the grant cycle to include a host of other countries, both in western and eastern Europe, such as Poland, France, Portugal, and Ireland. Austin community mentors at IC² and CF will be working with our European partners on preparing for “QuickPitch” training sessions at organized venues tied into SXSW activities, and there will be successful technology entrepreneurs, principals from venture capital funds, leaders from highly active Angel investor groups, and strong corporate innovators involved in the US-European interactions. Additionally, as part of their business training, UT students will be writing reports on the EU/UT@SXSW events organized by CES and IC². From beginning to end, the emphasis during these planned SXSW training activities is the exchange of experiences and ideas among young professionals in the business, academic, and governmental arenas as they work together to build regional technology knowledge economies that connect Europe to the US and, at the same time, serve to benefit and protect national and international economic interests. Finally, all these EU/UT@SXSW activities will be coordinated with the established, annual Texas-EU Business Summit [TEUBS], which takes place just over a month later in the year (in early May); is organized and primarily funded by CES; has its own separate board of advisors (see Table 21, p. 47); and whose main training purpose is to expose the community to businesses and regions of the EU and enhance business development on both sides of the Atlantic (see p. 47). The dean of

the College of Liberal Arts [CoLA] has pledged \$120,000 to CES's budget (see Table 13, p. 27) over 4 years to ensure that EU/UT@SWSW is a resounding success. For costs, see B1.6; 8.3.E1.

Table 6	Advisory Board for the EU/UT@SXSW
Name of Board Member	Title of Board Member
1. Douglas Biow, Co-Chair	Director, CES and France-UT Institute
2. Greg Pogue, Co-Chair	Interim Executive Director, the IC ² Institute [IC ²]
3. Bruce Kellison	Director of IC ² 's Bureau of Business Research (BBR)
4. Fred Schmidt	Mentor and Director of International at Capital Factor [CF]
5. Pär Johannsan	Director of Innovation, Luleå Technology U, Business Program
6. Ben Ramirez	Manager, The International Program, City of Austin (CoA)
7. Michael Webber	Deputy Director of the UT Energy Institute [UTEI]

Thanks to its investment in green energy and innovative technology, Austin has been singled out as the first US city to participate in a recently EU-funded “International Urban Cooperation” project (Bologna is our selected pilot partner city in Europe). Working with the UT Cockrell School of Engineering [CSoE] and the Office of Sustainability of the City of Austin, CES will enhance this unique city-to-city, EU-US collaboration—whose core aim is to promote more sustainable patterns of urban development—in a manner that benefits community, governmental, academic, and business stakeholders and meets short- and long-term economic, social, and environmental needs. First, partnering with affiliate faculty member Michael Webber (the deputy director of the UT Energy Institute [UTEI] in CSoE and co-director of the UT Clean Energy Incubator), CES will showcase throughout the grant cycle key European strategies for dealing with ongoing urban energy needs in a safe, environment-friendly, and sustainable manner. To this end, CES will fund each year European participants at “UT Energy Week,” an annual gathering of experts from academia, industry, government, regulatory agencies, and nonprofit organizations, to discuss and debate topical energy issues and recent research findings. The UT Energy Week conference, now in its third year, attracts on average 1,000 people and is hosted by the UTEI, the Kay Bailey Hutchison Center for Energy, Law & Business, and two student-run organizations (the Longhorn Energy Club and the Texas Journal of Oil, Gas, and Energy Law) along with

support from schools and colleges across the UT Austin campus engaged in energy-related research. With Michael Webber, CES also plans over the grant cycle to disseminate information in lectures, workshops, and conferences about different European strategies for addressing long-term urban energy needs (many of which stand in pointed contrast with the US's increasing reliance on natural gas to decarbonize). Second, CES will be working closely with School of Communications [SoC] and the Geography and Environment Department [G&E], which houses the new CoLA major in "Sustainability Studies," to explore in lectures, workshops, and conferences how Europe and the US mediate information about urban sustainability in different ways. To address adequately global interests tied to long-term energy needs, both the EU and US must learn to understand the ways in which information about urban sustainability is processed and transmitted in their local, national cultures. Not just technological innovation but informed communication is key to a successful EU-US collaboration on such ongoing crucial matters of shared national concern, especially as the world urbanizes and people, from the wealthy to the indigent, pour into cities at alarming rates here and abroad. For costs, see B8.3.F1&10, & 8.3.A4. **News.** To publicize the opportunities available through CES, we publish our news through monthly newsletters; national websites; and Hemispheres's weekly e-bulletin. We also publicize through our partnerships with McSB, LBJ, Austin Chamber of Commerce [AChC], IC², and World Affairs Council of Austin [WACA], and our TEUBS website. We post videos, papers, and blogs of our conferences on our CES website, and employ social media to engage the community. Notably, CES activities have received recognition from major news media (see also p. 46).

III. Scholarly Events: See Appendix 1 for Detailed Costs

During the grant period CES will host or co-host a total of twelve large-scale, thematically unified, interdisciplinary conferences with a number of professional schools (LBJ, Law, DMS, CSoE, and McSB) to provide for the UT community and the broader public a more integrated understanding

of Europe in the context of global pressures and concerns, partnering also in the coordination of the yearly “Conference Forum on Transatlantic Security,” per CP 1, with St. Edwards University [St.Ed], a designated Title III and V Hispanic-Serving institution. Moreover, one of the driving concerns behind the “Reinventing Diplomacy Initiative” [RDI], which is housed in LBJ with support of CES, is that very few professional diplomats, American or other, have taken or ever will take a course in diplomacy, strategy, or statecraft. To this end, CES plans with LBJ to continue to host every January “The Austin Seminar” [TAS] for 16 practitioners and scholars of diplomacy— ½ from the US, ½ from Europe—who will come to UT for four days of ES-focused readings, case studies, and organized discussions, as well as a daylong crisis simulation similar to those that LBJ has already successfully done with the War College. The aim of TAS is (1) to develop a shared language of diplomacy and (2) to work directly with participating UT graduate and undergraduate students as observers, rapporteurs, and team members of the crisis simulation. TAS workshops will be organized in collaboration with the Strauss Center for International Security and Law [SCISL]; Clements Center on History, Strategy and Statecraft; Texas Foreign Service; War College, and Austin Council of Foreign Affairs. TAS will be evaluated through continuous feedback and adaptation and monitored by CES, as well as through external reviews. Relevant papers, findings, and videos will be posted on the RDI and CES websites and disseminated through their social media. Finally, CES will be developing with Govt a new workshop devoted to “Comparative European Politics” in coordination with partner universities in the Southwest, such as the Center for European Studies at Texas A&M, Arizona State, U of Arizona, North Texas, Texas Tech, Tulane, and Rice: a crucial outcome will be the creation of a tight network of scholars, leading to the publication of ES in high-profile, peer-reviewed venues. Table 7, lists the major events CES will be a principal organizer and sponsor of for the grant, along with our key partners. For costs, see **Budget** 8.3.B1, 8.3.C1, 8.3.D1, 8.3.A1, & 8.3.F1-12.

Table 7 Conferences, Workshops, Seminars, and Cultural Events Planned for Four-Year Grant Cycle		
Year	Event (Detailed Budget page as “B”)	Major Co-Sponsors
I. Yearly Lecture Series		
yearly	<i>Distinguished EU Law Lectures B-3</i>	RCHRJ, Govt, SCISL
yearly	<i>Distinguished EU Culture Lectures B-3</i>	Anthro, Soc
yearly	<i>Distinguished EU Diplomacy Lectures B-3</i>	LBJ, Hist, Govt, St.Ed
yearly	<i>Energy Week Lectures B-3</i>	CSoE, G&E
II. Yearly Summits, Seminars, Workshops		
yearly	<i>Texas-EU Business Summit (TEUBS) B-4</i>	McSB, St.Ed, ACC, AchC, CoA
yearly	<i>The Austin Seminar (TAS) B-3</i>	LBJ, Govt, SCISL
yearly	<i>EU/US@SXSW B-1&4</i>	IC ² , CF, Swedish Endowment
yearly	<i>Comparative European Politics Workshop B-4</i>	Govt, Texas A&M U, Rice U
III. Eight Large Area Studies Conferences		
Theme for 2018-19: Media and Transatlantic Security Issues		
Year 1	<i>The Media of Climate Change in Europe B-4</i>	Govt, LBJ, Law, Soc
Year 1	<i>Conference Forum on Transatlantic Security (CFTS) B-4</i>	CREEES, St.Ed, SCISL, LBJ
Year 1	<i>The Politics of Social Media: Europe, US, and Russia B-5</i>	Hist, Govt, St.Ed
Theme for 2019-20: Economics and Transatlantic Security Issues		
Year 2	<i>The Future of the Eurozone (Part I): Economies B-5</i>	LBJ, Economics, St.Ed, McSB
Year 2	<i>Conference Forum on Transatlantic Security (CFTS) B-5</i>	CREEES, St.Ed, SCISL, LBJ
Year 2	<i>Focusing on Everyday Economics in Europe and Russia B-5</i>	CREEES, Hist, St.Ed, HRC
Theme for 2020-21: Health Care and Transatlantic Security Issues		
Year 3	<i>Environmental Disasters and Health Care in EU/US B-5</i>	G&E, CMES
Year 3	<i>Export Challenges in European Health Care B-5</i>	McSB, Dell Medical, CREEES
Year 3	<i>Conference Forum on Transatlantic Security (CFTS) B-5</i>	CREEES, St.Ed, SCISL, LBJ
Theme for 2021-22: Consumption and Transatlantic Security Issues		
Year 4	<i>Energy Consumption/ Decarbonizing in the US and EU B-5</i>	CREEES, CMES, SAI
Year 4	<i>Conference Forum on Transatlantic Security (CFTS) B-6</i>	CREEES, St.Ed, SCISL, LBJ
Year 4	<i>The Future of the Eurozone (Part II): Consumerism B-6</i>	LLILAS, Hist, HRC

A. 3/4. Costs & Long-Term Impacts. In the grant cycle, CES will enhance LCTLs with the addition now of Romanian in fall 2018 and expand ES LCTL materials and area studies at UT, while improving the quality of them, thereby addressing the needs of students in a range of majors interested in taking ES and in perfecting their language skills. CES will also collaborate with LBJ and RDI to better prepare students for professional diplomatic work focusing on Europe through their attendance at and contributions to TAS. CES will work actively with TLC and COERLL to strengthen foreign language education through: (1) the uses of technology in the creation of user-friendly websites for learners at all levels, and (2) the development of intensive computer-enhanced materials that will be used for teacher training throughout Texas and the southwest. CES will work closely with MSIs in the area, principally HTU, St.Ed, and ACC, developing new

courses and connections; in the process, UT will use its resources in ES to strengthen curricular development at those institutions and enhance scholarly interactions. CES will strengthen linkages with other Title VI NRCs, CIBER, and professional schools at UT, to create transnational connections across campus, thus enhancing interdisciplinary studies at UT generally. CES will strategically use the vast UTL collection to reach MSIs with fewer resources in ES. CES will maintain its business outreach through TEUBS. In particular we will enhance it through our new highly specialized workshops, lectures, and seminars with IC², especially in the context of partnering with the City of Austin's Office of Sustainability, the EU Delegation, UT's CSoE, the UT Geography and the Environment Department, the Luleå U of Sweden, the Curie Institute in Paris, and the France-UT Institute as we strategically center much of our collective activities and collaborations on the massive SXSW conference to maximize the multiplier effect. CES will also work with Colleges of Education in its pre-service project through Hemispheres. CES's conferences, lectures, and workshops will reach across campus to foster interdisciplinary exchange among faculty and students, as well as enhance institutional collaboration between ES graduate students at UT and work done at targeted institutions in Europe. CES will increase by 20% over the grant cycle the number of high schools participating in our events at UT, and we will reach more high school students: (1) by offering more teacher-training programs in ES; (2) by adding to the Digital Speakers Bureau [DSB] with teacher-friendly talks on ES topics taught by UT experts in the field; and (3) through our ongoing participation in Hemispheres. For costs—as well as more granular details regarding conferences, workshops, summits, and seminars—[see Budget](#). [See](#) also Table 8 (p. 15) for the overall impact aims and information/gathering plan of CES's development project, which provides a key identifying all those activities that meet both the Absolute Priority and the Competitive Preference Priorities as well as budget page numbers.

Table 8 Overall Impact Aims and Information/Measurement Gathering Plan during CES's Grant Cycle			
Activity	P	Impact	Measure
"P" column designates the "Absolute Priority" as AP and Competitive Preference Priorities as CP1 and CP 2			
CATEGORIES			
Language & Area Studies Development			
Assist COERLL/TLC in disseminating technology in classrooms; intensifying language instruction; developing LCTLs, organizing and putting on workshops, adding Romanian as a 13 th LCTL with SES; creating open access web-based teaching tools; and working with Texas A&M U in a language collaborative project with COERLL CES-COERLL Projects include: " (1) <i>"New Models of Language Learning and Teacher Training (K-16) in Hybrid Educational Contexts,"</i> (2) <i>"Mi Vida,"</i> (3) <i>"Czech Reality"</i> and (4) <i>"Língua da Gente"</i> (Budget, B-2&3, Narrative, 1-3, 5-6)	AP2 CP1	- Increase skills and proficiency using state-of-the-art technology - Intensify introductory language sequences - Disseminate foreign language materials and best practices - Create a community of scholars, teachers, and learners interested in exploring foreign language education - Support language teaching, applied linguistics, and pedagogy through lecture series, training workshops, demonstrations, and model classrooms - Train teachers at UT - Train teachers outside UT - Increase LCTLs at UT	- # of classes - # of intensive classes - # of students - # of web-based programs developed and hits on websites - # of workshops and attendees/participants - Computer-generated user survey - Proficiency results - # of specialists in LCTLs - # of awards - # of teachers trained - # of educators who report using materials - Post workshop survey
Develop 4 new FLAC courses in conjunction with TLC (Budget, B-2, Narrative, 3-4, 37)		- Increase proficiency - Expand opportunities to learn - Develop language skills across disciplines	- # courses offered - # students - Proficiency results - Participant follow-up
Course Development and Related Materials			
New interdisciplinary course offerings , also with the professional schools, especially McSB and LBJ (Budget, B-3, Narrative, 4)		- Expand range of interdisciplinary ES courses, especially with the professional schools of McSB and LBJ.	- # of linkages with professional schools - # of ID courses - # of students
Outreach Development			
Hemispheres K-12 Development in Texas: K-12 teacher workshops; Curriculum Development; Promotional Program; K-12 workshops in collaboration with the HRC and College of Education (Budget, B-2, Narrative 30-31)	AP1 AP2 CP2	- Strengthen European expertise among elementary and secondary school teachers - Enhance collaboration among UT's area studies Centers through outreach	- # of attendees - # of teaching certificates awarded - Post workshop survey - Participant follow-up - # of podcasts with ES content
K-16 Teacher Training languages in Czech, Spanish, French, Portugues with SLA specialists, COERLL, and TLC (Budget, B-3, Narrative, 1-3)	AP2	- Strengthen ES language instruction among elementary and secondary school teachers and undergraduate institutions	- # of attendees - # institutions reached - Post workshop survey - Participant follow-up
Business Outreach: TEUBS, Energy Week, and EU/US@SXSW (Budget, B-4, Narrative, 8-11, 46-47)	AP2 CP1	- Increase links with area professionals, diplomats, & leaders - Assist in developing linkages between Europe and the US	- # of businesses - # of attendees - Workshop survey - Participant follow-up
ACC, St.Ed, HTU Projects, and MSI Projects: Classes, grants, and faculty development for MSIs and Community Colleges (Budget, B-2, Narrative, 5-7 and 48-50)	AP1 CP1 CP2	- Strengthen ES expertise in local community offerings - Strengthen ties with community in ES studies - Expand outreach to MSI throughout Texas	- # of courses - # of students - Participant follow-up - Quality survey of attendees - # of mentors

Table 8 Overall Impact Aims and Information/Measurement Gathering Plan during CES's Grant Cycle			
Activity	P	Impact	Measure
		- Expand research in ES statewide	# of grants awarded
Library Project (Budget, B-1&2, Narrative, 7)	CP1	- Build collaborations between UT and MSIs through library materials - Increase ES library materials available beyond UT	# of users # of materials digitized # of libraries using materials digitized
Conferences, Workshops, Events Development			
Conferences, Workshops, Seminars, Collaborations, Lectures, and Summits (Budget, B-4-6, Narrative, 12-13) See Table 7, p. 13.	AP2 CP1	- Enhance collaboration among Title VI Centers at UT - Build collaborations between UT and MSIs - Publications - Dissemination of ES through major media coverage	# of events # of attendees # of speakers - Quality survey of attendees - # of papers published - # of media coverage

CRITERION B. Quality of Staff Resources

B 1i. Qualifications of Faculty & Professional Staff. CES's Director, Douglas Biow, holds the Superior-Oil Company-Linward Shivers Centennial Professorship, is the PI at UT of the GTKEG funded by the EU, and the Director of the France-UT Institute [Fr-UT] (a Centre Pluridisciplinaire). Associate Director, Tracie Matisyk, is an intellectual historian of modern Europe. Assistant Director, Michael Mosser, is a political scientist whose primary focus is on the EU and security/environmental issues. The Senior Program Coordinator, Sally Dickson, received her MA from LBJ; since our second Program Coordinator just retired from the program, we are currently searching for another, whose focus will be on finances. (**See** staff bios, Appendix 4-1.)

ES's 198 affiliated faculty have a proven record of scholarly excellence and have won prestigious national awards. Many hold leadership positions and have been honored by foreign governments. Like UT's President Fenves, who is faculty in the School of Advanced Studies in Seismic Risk at the University of Pavia, numerous distinguished faculty hold joint appointments with foreign universities and are honored with international awards and widespread media coverage. Faculty are selected through national recruitment, hold PhDs from major research universities, and undergo a rigorous post-tenure review every six years. Most recently, the results

of a 2017 Global Engagement Study conducted by the Provost's Office reveal that two-thirds (67.1%) of UT faculty survey participants reported global engagement activities with countries in Europe—by far the most faculty investment in any world region. **See** Appendix 4 for bios.

B iii. Professional Development Opportunities. UT provides many professional development opportunities. Faculty may apply to the Faculty Development Program through the Office of Graduate Studies to receive paid research leaves for a semester or summer (tenured faculty may receive a semester leave once every four years). All UT faculty may receive \$1,200 in travel funds each year to present papers at conferences. CoLA also independently awards one semester of teaching leave to faculty each year in a College Research Fellowship Program (in 2016-17 there were 47 such awards, and 10 supplemental ones for faculty with external funding). CoLA's rotating Humanities Research Award Program provides three years of research money (for a total of \$15,000) for 7-11 tenured and tenure-track faculty every year. The Liberal Arts Instructional Technology Services [LAITS] enhances technology teaching, and the Vice-President of Research provides up to \$50,000 for two projects that support interdisciplinary teams of scholars, and 10-12 \$10,000 awards for individual scholars. For staff development, UT offers courses in job-related skills and management through the Office of Human Resource Services' CareerSmart Program, Continuing Education's Professional Development Center, and CoLA Technology Training.

B 1iii. Teaching, Supervision, & Advising of Students. Faculty, whose usual teaching load is two courses per semester, are required to hold three hours of offices hours each week while school is in session and occupy major advisory roles in undergraduate and graduate programs. Our 198 CES faculty chair, co-direct, and participate on the advisory board of a plethora of MA theses and PhD dissertations. UT and CoLA have created a variety of support programs designed to enrich students' learning experiences, such as the "LA 101," a one-credit course that assists freshman transitioning to college; the unique "UTurn program," which helps students realistically assess

their goals, study habits, and time management skills; and the nationally recognized “University Leadership Network” for students with demonstrated financial need who may be unprepared for the rigors of UT. UT was recognized by the *NY Times* (Magazine section, May 15, 2014) for its innovative and model strategies for using faculty programs to set at-risk students up for success.

B 2i. CES’s Governance. CES is governed by an Executive Committee composed of eight elected members, the director and associate director (ex officio), and two ex officio library representatives. To ensure broad representation, at least two representatives are from foreign language fields and two are from the social sciences; one is from each of the three faculty ranks (assistant, associate, and full professors) and at least two are from outside CoLA. The Director serves as chair, votes to only break ties, and refers all relevant matters to the dean of CoLA. CES also has an external advisory board whose focus is on business outreach (**see** Table 21, p. 47).

B 2ii. CES’s Staffing Plans. CES’s current staff includes a director, an associate director, an assistant director, and a full-time senior program and outreach coordinator. In light of its ever-expanding field of operations with various Europe-focused entities at UT, in the US, and abroad, CES would use Title VI to fund: (1) 50% the full-time senior program coordinator, and (2) 50% for a new full-time and, in year one, part-time program coordinator. (For costs, see Budget 1.1-3)

B 3. Non-Discriminatory Practices. UT is an equal opportunity employer and does not discriminate on any basis, including race, color, religion, gender, sexual orientation, creed, origin, disability, or age. UT has an Equal Employment Opportunity [EEO] Office to ensure that the university fulfills the spirit and the law of EEO. Job announcements are worded accordingly. UT actively pursues equal opportunity for all employees through its Office of Human Resources.

CRITERION C. Impact and Evaluation

C 1i. Impact of Center Activities. CES activities have significantly impacted UT, the local community, the region, and the nation, and they have made CES the most important resource for

ES in the southwest, as well as the only such NRC in the vast area between North Carolina, Illinois, and northern California. Because of CES's success, the EU Delegation recently awarded it with a GTKEG in collaboration with the U of California at Berkeley's Center for European Studies (also an NRC). With a recent enrollment of 12,179 in 2016-17, ES content courses at UT during the previous grant cycle continue to reach successfully a wide array of students, with a broad range to them, and in such professional schools as McSB (thanks to CES's input in creating four new classes for IB) *and* LBJ (thanks to CES's ongoing investment in RDI). Our development of technology-based language instruction in ES is on the vanguard, thanks to CES's and LAITS's investment in COERLL, and it reaches out beyond the university through CES's K-12 language-training workshops and to the entire nation through UT's Open Access Initiative. The students enrolled in 10 different lower-level ES LCTLs in 2016-17 (Table 19, p. 36) is also testament to our commitment to attracting students to LCTLs, and the number of students reaching intermediate to superior proficiency in them has remained steady. Through CES's collaborations with TLC's professionalizing workshops, we have better trained our faculty in innovative strategies to teach for more precisely defined proficiency expectations required of all students taking all levels of European language classes. The addition of Yiddish, Bulgarian, and Ukrainian over the past grant cycle has broadened and strengthened our commitment to LCTLs, while enhancing cooperation among major universities nationally through collaborations with COERLL. With TLC now monitoring, as of fall 2018, *all* FLAC courses in CoLA, we will for the first time systematically and institutionally integrate language studies into non-language courses at UT. Additionally, through CES's events, we impact the local and state community, drawing participants and attendees from around the nation and Europe. Over 6,855 people attended our events just last year. In the same period, CES trained 652 Texas K-12 teachers in ES and European languages and had 764 participants at MSI and community college events. CES continued to have a major impact on

MSIs by furnishing HTU with eight new courses over the last four years devoted to ES, thus bringing UT's resources to 5 to 12 students per class at an historically Black university located in the heart of Austin. As a result, HTU is now finally in a position to create a new major in international studies and relations. Our commitment to business outreach is especially strong, bringing together AChC, WACA, City of Austin [CoA], and ACC in a shared mission: our groundbreaking work in this area has attracted the attention of European diplomats and companies alike seeking to forge new and more durable ties with Texas and the southwest, all the more so now as we implement and institutionalize a EU and IC² collaboration of business training during SXSW with a focus on technology, energy, and sustainability issues.

C 1ii. Equal Access. UT is committed to providing equal access and treatment for students who are members of traditionally underrepresented groups, which complies with Section 427 of the General Education Provisions Act (**see** form Gepa). UT policy guarantees admission to 75% of all Texas high school students graduating in the top 7% of their class to increase access to higher education for historically underrepresented groups. In the past year, UT increased recruiting trips for programs offering student financial support. In Fall 2017, UT's total enrollment was 51,525; of which 20% (10,534 students) were Hispanic; 52% were women and 48% men. From 2016-2017, 2,203 Hispanic students received BAs, 309 received MAs, 71 PhDs, and 69 special professional degrees, thus comprising roughly 19% of the graduating class.

C 2i. Evaluation Plan. For the grant cycle, CES will focus on four goals, as outlined in Table 9; the schedule of evaluation activities is shown in Table 12, p. 26. **See** also Appendix 5 (PMFs) for additional details. For all goals CES staff and faculty will be responsible for collecting and tracking data for (1) attendance at all CES activities including K-16 outreach activities, conferences, workshops, guest speakers, and seminars by paper or electronic sign-in sheets designed for the project; (2) student enrollment and grades in courses, enrollment in CES-related degree programs,

Table 9 Evaluation Plan Goals (See PMFs in Appendix 5, and Table 12 for scheduling)**Goal 1: Increase collaborative activities that focus on language and area studies devoted to Europe from diverse perspectives**

Goal 1 is to: (1) Increase from 30 to 100 the number of collaborations with University NRCs, colleges, and programs by the end of the grant cycle both at UT and throughout the US; (2) Increase from 2 to 10 the number of collaborations with under-resourced K-12 school districts in Texas and the Southwest; (3) Increase from 2 to 10 the number of collaborations with community colleges and MSIs in Texas and the Southeast by the end of the grant cycle; and (4) Increase from 5 to 25 the number of collaborations with community and international programs in the US by the end of the grant cycle

Goal 2: Increase opportunities for K-16 teacher training in foreign language and area studies focused on Europe

Goal 2 is to: (1) Increase from 5 to 20 the number of K-16 teacher training workshops in Texas and the Southwest conducted by the NRC each year; and (2) Increase K-16 distance learning opportunities by increasing from 1 to 5 the number of web-based training sessions conducted and from 0 to 4 the number of materials posted online each year

Goal 3: Increase opportunities for student training in foreign language, area, and international studies focused on Europe

Goal 3 is to: (1) Increase student participation by increasing number of FLAS applicants from 25 to 45; and (2) increase language course coverage from 250 to 400 by the end of the grant cycle, and increase the course content from 50 to 90 by the end of the grant cycle.

Goal 4: Increase opportunities for diplomatic training and business networking and training among European and US stakeholders

Goal 4 is to: Provide annual networking, project, and training opportunities for international government and business relations by hosting annual events for (a) US-Europe government, (b) Texas-Europe businesses, and (c) regional technology knowledge economies

and graduation status and future plans for students in CES-related programs from various entities at the University at the end of each semester; and (3) feedback from participants and partners on paper or electronic surveys designed for this project. CES staff and faculty will also be responsible for amassing and entering data in each of these areas into spreadsheets created for this project at the end of each semester. Jessica Hartos (Associate Professor U of North Texas), whose training and expertise are in the areas of program development and evaluation and applied research and statistics, will serve as the external program evaluator for CES. She will be responsible for designing paper or electronic sign-in sheets, paper or electronic feedback surveys for partners and

participants, and spreadsheets for entering data at the beginning of the project. She will also be responsible for receiving and assessing data and reporting results for the project annually. Finally, she will be available year-round for questions/concerns related to evaluation activities.

UT Online Assessment Tracking System TracDat implemented in 2009 manages the collection, presentation, and periodic update processes of outcomes-based assessment information for all course work. All academic programs utilize outcomes-based assessment, providing continuous feedback to improve the quality of educational programs. Both academic programs and administrative units supporting student learning have clearly articulated mission statements, with a clear assessment process and stated educational objectives. Evaluations consist of comparing the outcome measures to the stated unit goals, and taking action to improve measures and outcomes as well as inform goals. CES will also track ES students in the following cooperating departments or schools over the grant cycle: Anthro, CL, the Department of Art History [DoAH], English, FRIT, Govt, GRS, Hist, Sociology [Soc], S&P, and LBJ. These assessments will more accurately measure how UT is performing in increasing ES specialists.

C 2ii. Improvements as a Result of Evaluations. The Center for Teaching and Learning [CTL] at UT has overseen CES's measurement and evaluation. CES's Executive Committee is charged with overseeing the implementation of all recommendations resulting from evaluations. Our EC deliberations have led us to: (1) increase LCTLs and language materials in partnership with CREEES and COERLL; (2) build on TEUBS by implementing a separate focused training session with IC² dedicated to the practice of doing business in Europe (in order to maximize the multiplier effect, we have chosen to do so during SXSW, one of the largest networking gatherings in the US, in conjunction with the EU Delegation and various European institutions); and (3) expand existing outreach efforts to MSIs and develop new ones in Texas.

C 3/4 National Needs, Information Dissemination (see p. 11), and Improved Supply of

Specialists. Since 2014, CoLA has placed a broad range of ES graduate students in academic positions at US institutions of higher learning (see Table 10, p. 24). Additionally, through its RDI program, developed with and supported by CES, LBJ has placed its graduates focused on Europe in several important institutions: whether in government, the private sector, or in non-profits. A 2015 LBJ graduate focusing on Europe is now the Deputy Director of the Atlantic Council's Global Energy Center, which brings together governments, firms, and civil society to tackle challenges of sustainability and energy security. Another recent ES graduate is working in the US Department of State's Bureau of Intelligence and Research. Several 2017 ES graduates have taken positions in the private sector: as, for instance, Vice President of Corporate Development at Children's Dental Management, LLC (a pediatric dentistry support firm), or as Consultant at VIVALDI (a brand and growth strategy consulting business); a 2016 graduate works as a Risk Analyst at Kroll, a risk management company, doing political forecasting on Europe. In the advocacy world, 2017 ES graduates now work at the Committee for a Responsible Budget, a non-profit group focused on education and advocacy about the federal budget, and the US Green Building Council, which promotes sustainability in architecture and building design. LBJ has also placed its ES students in internships during their MA studies in a variety of positions that address significant national needs. Just in the past three years, we have had students intern at the US State Department: in foreign European embassies such as Sofia, Bulgaria, and in many State Department offices in Washington DC, such as the Office of Eastern European Affairs, the Office of Southeastern Europe, and the Bureau of European and Eurasian Affairs. We have also placed students in other important think tanks and international organizations, such as the Brookings Institution, the Center for Strategic and International Studies, the Chicago Council on Global Affairs, the Center for American Progress, the European Parliament's Liaison Office in Washington, DC, and the International Criminal Tribunal for the former Yugoslavia (ICTY). Much

Table 10 Sample Placement of Trained ES Specialists from UT in Academic Institutions of Higher Learning**1. US Universities, Colleges, and Institutes**

U of Tennessee-Chattanooga; Colorado State U; High Point University, NC; Stanford University; College of the Holy Cross; U of Toronto; Harvard University; Clemson U; UC-Davis; U of Miami, Ohio; SUNY-Geneseo; U of Colorado-Boulder; Colorado State U; Michigan State U; Utah State; Louisiana Tech; Armstrong Atlantic State U; Christopher Newport U; Hendrix College; Whitworth U; Schreiner U; U of Kansas (Lawrence); U of Tennessee, Knoxville; Central New Mexico Community College, Albuquerque; St. Edward's U; U of Oregon (Eugene); U of Mississippi; U of South Carolina; Georgia Institute of Technology; Hamilton College; U of Utah; U of Minnesota (Duluth); Baylor U; Bucknell U; St. Olaf College; Vassar College

2. Foreign Institutions of Higher Learning

Istanbul Sehir U, Turkey; Victoria U of Wellington, New Zealand; Instituto Tecnológico Autónomo de México; Pontificia Universidad Católica de Chile; U College Dublin; U of Vienna

is true also in CoLA: Hist has a recent PhD graduate (a major in the military) serving in the US Army, while a 2016 GRS PhD student works for the Federal Ministry for the Environment.

As outlined below (see p. 50), CES plans to award FLAS fellowships not only to students developing language skills in traditional European languages (French, German, Italian, Portuguese, and Spanish, for instance), but expand award opportunities to students developing language skills in non-European priority languages (Arabic, Persian, Hindi, and Chinese) where those skills would deepen and broaden understanding European populations generally. CES is investing FLAS fellowships innovatively to enhance our understanding of traditionally non-European cultures now residing and working throughout Europe. Awarding FLAS fellowships in this manner will address national needs. UT will also train a body of students who will be invested in diplomacy and the Eurozone crisis through RDI and be able to use their linguistic/area skills to examine and document the demographic shifts taking place in Europe due to large immigrant populations and geopolitical and economic pressures—shifts that are producing fundamental

Table 11 Testimonials from Two of CES's Recent FLAS Alumni Now in the Work Force**1. Eric Baylor, MA from LBJ, Master of Global Policy Studies Program**

I work in the field of International Affairs with the Foreign Agricultural Service in the US Department of Agriculture. I work in Spanish and French countries within the Western hemisphere. However, I can be reassigned to a French-speaking country at any time. This program has helped me prepare to enter the field of foreign affairs.

2. Jonathan Hunt, PhD, History Department

Thanks to this research support, I was awarded a two-year fellowship at the Center for International Security and Cooperation in the Freeman Spogli Institute for International Studies at Stanford University. I then worked for the RAND Corporation in Arlington, Virginia, as a Stanton research fellow, taught at Emory University, and now at the University of Southampton.

changes in business, foreign policy, and national security in the US and with our sustaining alliances. The most recent 2018 tracking survey of CES's FLAS fellowships had 34 responses, of which 100% reported that their language study was crucial to their careers, with the vast majority having or seeking employment in higher education and about 10% pursuing work in international and federal organizations in the US and/or abroad. For two key representative testimonials from recent FLAS graduates, [see](#) Table 11, p. 24.

CRITERION D. Commitment to Subject Area

D i. Operation of CES. UT is committed to sustaining a world-class Center for European Studies with support from the CoLA totaling \$377,235 in 2016-17, along with significant logistical and financial assistance from the McSB, LBJ, Law, CSoE, and the Moody School of Communications [SoC]. This investment in CES (housed in CoLA) provides for the Director's salary; two program coordinators; a lecturer devoted to ES research; a post-doc from Sweden; funds for faculty travel, curriculum development, a Teaching Assistant [TA] when needed, operational expenses [M&O], conferences, workshops, lectures, research, and outreach development; support for study abroad programs; and student workers. CES receives support in the form of technology assistance; advising for its students; and program scheduling services through the dean's office and LAITS. UT's commitment to ES totaled conservatively 30,721,681 ([see](#) Table 13). An NRC since 2010 and an EU Center for Excellence from 2010-2014, CES is also a Centre Pluridisciplinaire funded by the French Embassy; a Deutscher Akademischer Austausch Dienst [DAAD] academic exchange program coordinator funded by the German government; and, since fall 2017, the recipient with the U of California at Berkeley of a collaborative, two- year GTKEG funded by the EU. Beginning next year, the U of Viadrina in Germany is also partnering with CES on a 57,000 Euros (approximately \$66,0000) "Erasmus Plus" grant in collaboration with the U of California at Berkeley and the U of Minnesota Twin Cities on a project that funds ES activities according to a

Table 12 Evaluation Schedule	Responsible Party	Upcoming Grant Cycle											
		Fall 2018	Year 1 Spr 2019	Sum 2019	Fall 2019	Year 2 Spr 2020	Sum 2020	Fall 2020	Year 3 Spr 2021	Sum 2021	Fall 2021	Year 4 Spr 2022	Sum 2022
Develop paper or online sign-in sheets for all activities to include email addresses for web-based participant feedback surveys	Evaluator	X			X			X			X		
Develop paper or online survey for participant feedback for usefulness, intent, and future activities	Evaluator	X			X			X			X		
Develop paper or online survey for partners' feedback on collaborative activities	Evaluator	X			X			X			X		
Develop website-based survey for use of online resources	Evaluator	X			X			X			X		
Develop spreadsheet for logging information for all activities and numbers and types of attendees and partners	Evaluator	X			X			X			X		
Develop spreadsheet for logging information for student numbers in courses and FLAS programs	Evaluator	X			X			X			X		
Use sign-in sheets at all activities with participants	CES	X	X	X	X	X	X	X	X	X	X	X	X
Input email addresses from activity participants and send online surveys up to 3 days after any activity	CES	X	X	X	X	X	X	X	X	X	X	X	X
Send online surveys to partners (after activity is completed)	CES	X	X	X	X	X	X	X	X	X	X	X	X
Log all activities and numbers and types of attendees and partners in spreadsheet	CES	X	X	X	X	X	X	X	X	X	X	X	X
Obtain the data for the number of students in courses and FLAS programs	CES	X	X	X	X	X	X	X	X	X	X	X	X
Set up dates for sending data and receiving final report	CES & Evaluator		X			X			X			X	
Analyze data related to performance measures and write up report	Evaluator			X			X			X			X
Availability of evaluation for questions/comments/concerns	Evaluator	X	X	X	X	X	X	X	X	X	X	X	X

bilateral EU agreement dedicated

to scholarly exchanges. **D ii.**

Teaching Staff. CES has 198

affiliated faculty members (**see**

Appendix 2). Since 2014, 9 have

been promoted to Associate rank, 7

to Full Professor, and 12 constitute entirely new hires. Recent “transformative” ES hires include:

LBJ’s Ambassador Robert Hutchings, a globally recognized scholar of European-US diplomacy;

historian Jeremi Suri, the Mack Brown Professor for Global Leadership; Maurizio Viroli, a major

ES specialist in political and diplomatic theory; John Gerring, a renowned political comparatist

who focuses on Europe, the US, and transatlantic relations; Stephen Slick, the CIA’s former head

of the Balkan Group, and an officer and manager under official cover for six years in Europe, now

Director of UT’s LBJ “Intelligence Studies Project”; also in LBJ, James P. Pope, the former Head

of the US Delegation who was charged with creating a new intelligence structure for NATO; and,

starting in fall 2018, Chelsi West-Oheuri, a specialist on Roma in Albania, who will directly

connect CES to UT’s Dell Medical School (DMS), where she recently worked. These hires, among

others since 2014, attest to UT’s commitment to ES, with 2 new tenure-track hires in Govt alone

in 2014 and 2015 (Amy H. Liu, who focuses on ethnic politics in Europe, and Zeynep Somer-

Topcu, a comparatist focusing on European political organizations) and 2 hires in SES (Vlad

Beronja covering ex-Yugoslavia, and, beginning in fall 2018, Chelsi West-Oheuri, covering

Kosovo and Albania, with the addition of the lecturer Jason Roberts, who begins teaching

Romanian, a new LCTL, in fall 2018, thus bringing our total LCTLs to 13).

D iii. Library Resources UT has built one of the largest and most vibrant library collections in

Table 13 UT Support for ES in 2016-17	
Salaries and Benefits, as well as M&O, for CES	\$377,235
ES Language Faculty (Conservative Estimate)	\$4,451,894
ES Non-Language Faculty (Conservative Estimate)	\$18,172,108
Graduate Student Support Salary, Scholarships, Tuition, & Benefits in ES† (Conservative Estimate)	\$5,166,797
Study Abroad Support (Conservative Estimate)	\$1,116,062
Library Acquisitions in ES (Conservative estimate)	\$814,592
Library Staff and External Fellowships in ES	\$622,993
Estimated Total	\$30,721,681
† Calculation includes CoLA, LBJ, and the Department of Art History in the College of Fine Arts [CoFA], but <i>not</i> the Schools of Music, Law, Business, Communications, or Architecture	

the US. The UT Libraries System [UTL] offers unparalleled resources for ES, with \$814,592 devoted in 2016-17 to European materials and \$96,000 for outside fellowships to study them, and 7 full-time equivalent staff (including 2 full-time European specialists) dedicated to ES materials at a cost of \$562,993. UTL is by far the largest holder in Texas of non-English language—indeed especially European language—holdings ([see](#) pp. 30-32).

D iv. Overseas Linkages. UT has well over 100 student and faculty exchange agreements with European universities, some administered through departments and colleges, but most through the Study Abroad Office [SAO], whose mandate, with an annual budget of \$1,900,000 and a staff of 23, is to institutionalize such linkages globally. Since 2014, 5,867 UT students have studied in Europe ([see](#) Table 14), while nearly 1,400 European visiting scholars representing a broad range of disciplines have taught and conducted research at UT. The Danish Agency for Higher Education funds half the salary of a lecturer in Danish language and culture, a position hosted in CoLA, and DAAD funds half of a visiting German professor's position. LBJ is involved with a network of global governance centers with key partners in France, Norway, Germany, and the UK. McSB has 23 partnerships in Europe, including Finland, the UK (7), Czech Republic, Austria, Switzerland, Denmark, Spain (3), France (2), Italy, Turkey, Germany (3), Norway, Belgium, the Netherlands, and Sweden, while Law

**Table 14 2014-18
Students in Europe
Studying Abroad**

Austria	255
Belgium	7
Croatia	51
Czech Rep	300
Denmark	120
England	933
Finland	4
France	829
Germany	279
Greece	64
Hungary	9
Ireland	132
Italy	674
Multistate	50
Netherlands	78
Norway	11
Poland	25
Portugal	65
Scotland	243
Spain	1418
Sweden	76
Switzerland	145
Turkey	28
Ukraine	2
Wales	69
Total	5,867

has 9. SoC has 12 partnerships in Europe. CoLA has 15 faculty teaching/research exchanges with European universities. IC², an interdisciplinary research unit of UT dedicated to advancing the theory and practice of entrepreneurial wealth creation through economic incubators, continues to forge linkages with institutions in Europe to catalyze emerging knowledge-based economies

abroad, especially in Poland, Turkey, France, Portugal, the UK, and, most recently with CES, Sweden (see our EU/US@SXSW initiative, pp. 8-10, and recent collaborative ties to the U of Luleå).

D v. Center Outreach. As CES's Senior Program Coordinator, Sally Dickson devotes 50% of her time to developing, organizing, and monitoring outreach activities, and collaborating closely with Hemispheres, as well as individual department and student outreach activities. With an annual outreach budget of over \$100,000 CES brings ES to: (1) K-12 education through area studies and language training workshops, video lectures, and pre-service teacher training; (2) the business community through CES's annual TEUBS and business lectures organized with McSB; (3) MSIs through curriculum enhancement, class creation, and travel/research funding; and (4) community colleges through the creation and management of the Global Curriculum Faculty Learning Community. (See also CRITERION I, pp. 43-47)

D vi. Students in Fields Related to Center's Teaching Program. In

2016-17, UT contributed \$1,116,062 to support graduates and undergraduates studying in Europe with UT's own *and* third-party study abroad programs. ES students come from virtually every college and discipline, although they are concentrated in CoLA, CoFA, McSB, and

Table 15 Titles in ES languages in UTL	
Spanish	881,126
German	357,896
French	299,562
Portuguese	199,544
Italian	92,371
Dutch	20,973
Swedish	16,543
Polish	10,727
Czech	10,600
Danish	9,061
Norwegian	5,721
Modern Greek	4,113
Catalan	3,904
BSC	2,479
Finnish	2,390
Other	6,411
Total	1,923,421

LBJ. Undergraduates in ES are eligible for government awards, university endowment awards, work-study programs, study abroad awards, and a variety of scholarships run through the Financial Aid Office and individual departments, centers, and programs across campus. CoLA and the University Coop alone spend annually over \$100,000 in awards, ranging from \$500 to \$12,000, to help cover the cost of undergraduate research. In 2015, CoLA was awarded a renewable \$500,000 grant from the Andrew W. Mellon Foundation to establish a Mellon Mays Undergraduate Fellowship program at UT, a doctoral preparatory program that provides financial support for

undergraduate research. In 2016-17, UT supported well over 180 graduate students in ES with salary, benefits, tuition benefits, fellowships, and scholarships. Calculations in Table 13 (p. 27) are based on conservatively estimated figures, totaling \$5,166,797 from relevant ES departments in CoLA (Anthro, Classics, Comparative Literature [CL], English, FRIT, GRS, Govt, Hist, Philosophy, Soc, S&P, DoAH, and LBJ. Law, the School of Architecture [SoA], and McSB also contribute tremendous resources to support ES students both in the US and abroad in Europe.

CRITERION E. Strength of Library

E 1i. Print & Non-Print English and Foreign Language Materials. UTL currently holds over 10.6 million volumes, ranking it 12th in North America in its size. Through its American approval and selection plans for Europe, UTL acquires works published on individual European countries and comparative research for its collection in all the major ES languages (see Table 15, p. 29). The UTL is a leader in online access, having over 1,200,000 e-books, 449,202 e- journals, and 795 e-databases in its collection. It continues to be a national trailblazer in “demand driven access” to electronic content with over 125,000 additional e-book titles available to users at the click of a button. Examples of recent notable additions to our electronic collection (all of which have European content) would include Socialism on Film, the United Nations Digital Library, and the AM Explorer. Reflecting needs in both traditional area studies as well as the thematic and cross-regional “global studies” disciplines, the UTL collection—already one of the largest in English materials—is particularly strong in international (and especially European) content, thereby distinguishing it in the region: over 31% of its collection is in languages other than English and 47% was published outside of the US. The Tarlton Law Library, one of the nation’s largest academic law libraries with over one million volumes, maintains significant collections for the major common-law and European jurisdictions, and is an official depository for EU publications. The LBJ Library holds primary documents for US-European foreign relations from the president’s

collection. Renowned collections on Europe are in the HRC, a unique research library with holdings that include rare European manuscripts, correspondences, and books.

E 1ii. Undergraduate, Graduate, Professional School Clientele. The UTL supports the full-spectrum of users: undergraduate, graduate, and professional school students, faculty, visiting scholars and researchers, and the general public. UTL staff routinely offer classes and workshops for all student levels ranging from hands-on primary source exploration in first-year classes to in-depth discipline-based methodology sessions for graduate and professional students to data and digital humanities workshops to OER and other content creation trainings for K-12 teachers. The UTL is leading teaching and research innovation on our campus for our varied student clientele. Recent physical renovations within the libraries have created 21st-century learning and discovery spaces that range from reconfigurable, digitally-rich classrooms to college and discipline-agnostic “maker spaces.” These spaces are well-supported by newly hired and retrained UTL staff members who regularly conduct workshops, individual training consultations, and theory-based cohort building sessions to continue exploring and developing innovative teaching, research, and publication strategies for our widely varied clientele.

E 1iii. Support for the Library. In 2016-17, the UTL reported \$19,078,518 on materials expenditures, of which approximately \$5.5 million was cooperative purchasing administered by UT-Austin on behalf of the entire UT-System. In the same year \$814,592 was spent by UT on specifically European materials. For staffing and acquisitions, **see** Diii (pp. 27-28).

E 2. Reciprocal Access to Information. The UTL has several cooperative arrangements for accessing materials held at other libraries, including the TexShare Library Program (a reciprocal agreement that provides free borrowing privileges for students, faculty, and staff at participating Texas institutions of higher education and public libraries), the UTL Reciprocal Borrowing Program (for all UT system institutions), the ARL Advisory Committee Reciprocal Faculty

Program, and the Research Library Cooperative Program (a resource-sharing program among UT, the U of California at Berkeley, and Stanford). The UTL also partners to acquire, create and preserve materials, most notably within the UT-System but also in the Texas Digital Library, the Greater Western Library Alliance (GWLA), and the Center for Research Libraries (CRL). Area specific partnerships fostered through the UTL devoted to Europe include the CIFINAL/ GNARP. In addition to the electronic and cooperative access detailed above, the interlibrary loan (ILL) service at UTL, with one librarian, 9 staff and 15 additional student workers, has a budget of \$120,000 for lending and borrowing, and an additional on-demand purchasing budget of \$40,000. The UTL are the #1 OCLC lender in the country; in 2016-17, we filled over 26,800 loan requests. And the majority of our lending (over 80%) is to smaller, less-resourced institutions such as regional universities and colleges, MSIs, junior/community/technical colleges, and public libraries. The UTL is committed to and promotes “open access” programs, striving to educate both users and producers of information on the scholarly communication landscape; in addition to our own institutional repositories (Texas Scholar Works and the Texas Data Repository), UTL is on the forefront of promoting and supporting Open Educational Resources across Texas.

CRITERION F. ES Non-Language Instructional Program

F 1. Course Offerings in a Variety of Disciplines. To enhance our educational mission, LAITS has provided CES since 2011 with \$42,500 to redesign and “flip” our gateway interdisciplinary core course on ES, thereby allowing us to accommodate more students (60 to 80 per class) and, thanks to technological innovations, increase student interaction, with the net result of improved survey results. CoLA has also assigned to CES a political scientist trained in ES to develop with IRG interdisciplinary courses (three each semester) for our shared area studies students, and it has furnished CES with funds for a yearly post-doc to come from Sweden to teach new, innovative interdisciplinary courses on political science, history, and the EU. More broadly, ES courses at UT

embrace a wide range of topics at various levels of instruction in many disciplines, covering every area in Europe (see Table 16). In 2016-17, ES faculty offered 859 graduate and undergraduate courses in ES-based, non-language instructional content. In the same year, 11,849 undergraduate and 330 graduate students enrolled in them. Required survey results for all ES classes confirm that they are uniformly of high quality. Law, currently ranked 14th in the US (US News World &

Table 16 Course Offerings by Sample Non-Language Departments and Schools/Colleges 2016-17				
Program	100%	25-99%	Enrollment	Area Covered
Architecture	13	0	127	Western and Eastern Europe
Art History	12	6	1255	Western and Eastern Europe
Business (McSB)	1	6	223	Western and Eastern Europe
Classical Studies	33	2	3657	Greece, Italy
English	37	4	3405	United Kingdom
Geography	3	0	50	Western and Eastern Europe
Government	14	8	658	European Union
History	34	6	887	Western and Eastern Europe
LBJ (Public Affairs)	2	0	22	Western and Eastern Europe
Liberal Arts Honors	10	2	55	Western Europe
Music	4	1	384	Western Europe
Philosophy	7	3	303	Greece, Italy, France, Germany
Plan II	3	2	37	Western Europe
Sociology	0	5	136	United Kingdom, France
UGS	8	0	485	Western and Eastern Europe

Report, 2017), has made a major investment in the expansion and enhancement of its international and comparative law programs: 7 scholars concentrate significantly on Europe and engage ES in their classes. UT law students, some involved in the European Court of Justice stage program, spend more time overseas than ever before in the school's history as a result of an opening in exchanges and new internships worldwide. SoA, offering BA, MA, and PhD degrees in architectural history and ranked in the top dozen for undergraduate (#6) and graduate (#12) studies by *Design/Intelligence* (2016-17), maintains a high profile in ES with 7 faculty devoted to the field, with most courses engaging European precedents. Along with its classes at UT, McSB offers programs for its MBAs in Paris and London, Finance students in Prague, and Business Law students in Edinburgh. Finally, LBJ has 11 faculty who dedicate their coursework significantly to

Europe: Abigail Aiken, Joshua Busby, James Galbraith, William Inboden, Alan Kuperman, Paul Pope, Lorinc Redei, Stephen Slick, Suri, Catherine Weaver, and, above all, Hutchings, who, among his many ES-related activities, served as the National Security Council's director for European affairs and the State Department's "ambassador-at-large" for Eastern Europe and spearheads our collaborative TAS (on TAS, [see](#) p. 12).

F 2. Depth of Specialized Courses. ES topics are represented in upper-level courses across many disciplines at UT: 37 departments and colleges offer 389 advanced level ES courses, for an overall net increase in such courses of 8% (32 courses) since our prior NRC application, in June 2014, and with 7 more departments and colleges now participating over the same period, since June 2014, for an overall net increase of likewise 8%. ([See](#) Appendix 2)

F 3i. Teaching Faculty and Instructional Assistants (AIs) Non-language programs possess especially strong concentrations in ES. Govt in particular has a strong ES focus: 16 professors dedicate much of their research to such issues as European political parties, political economy, political theory, democratization, race, law, and migration. Hist, which offers MA and PhD degrees in European history, boasts 21 faculty dedicated to ES. CoFA has 8 ES faculty in Music and 11 in Art History. With 3 faculty dedicated partly to ES, McSB also unites foreign language training with area and business specialization in its Paris program. As noted ([see](#) pp. 10-11), LBJ has 11 ES specialists. Law has 7, with the recent addition of Richard Albert, a constitutional scholar who has a strong focus on Europe and constitutional change in the EU. For AIs, [see](#) F3ii.

F 3ii. Pedagogy Training for AIs. Teacher training for graduate student TAs is an essential component in every department associated with CES. Graduate students who teach undergraduate courses as TAs and Assistant Instructors [AIs] take a required teaching practicum pedagogy and proficiency testing and standards, and specifically designed to be part of a new, TLC-approved and overseen *Graduate Portfolio in Foreign Language Pedagogy*, created by CoLA with TLC, to

train and accredit graduate students in language teaching.

F 4. Interdisciplinary [ID] Courses for Undergraduates and Graduates. UT also offers an impressive range of interdisciplinary courses focused on ES (see Tables 17 and 18). Several programs, departments, and colleges, such as DoAH and the School of Undergraduate Studies [UGS], are interdisciplinary by nature. TJC offers

offers interdisciplinary undergraduate courses for the CES major in “European Thought.” The Plan II Honors Program regularly offers interdisciplinary

Table 17 Sample of Undergraduate Interdisciplinary Courses		
Course Title	Generating Dept./College	Integrated Disciplines
<i>Reel Horror: Holocaust Film</i>	GRS/UGS	Film, Hist, Literature
<i>From Bonaparte to Burkas</i>	History	Soc, Hist, Literature [Lit]
<i>Introduction to European Studies</i>	CES	Anthro, Hist, Govt
<i>East European Law in Transition</i>	Law	Law, Hist, Govt
Table 18 Sample of Graduate Interdisciplinary Courses		
Course Title	Generating Dept./College	Integrated Disciplines
<i>The Long Cold War</i>	Hist	Public Policy, Hist
<i>Ethnic Conflict and Intervention</i>	LBJ	Public Policy, Govt
<i>British Literature, History, Politics</i>	English	Gov, Hist, MES
<i>European Union and the World</i>	LBJ	EUS, CREEES

courses with ES focus in freshman and junior seminars. Liberal Arts Honors in CoLA houses the unique Humanities major that students design around an interdisciplinary research interest: two examples of recent ES topics, among the many culminating in a senior thesis, include “Political Philosophy, the Environment, and Scandinavia” (the student spent a semester in Sweden conducting thesis research) and “Urban Planning in Denmark” (the student spent a semester in Copenhagen conducting thesis research). Much interdisciplinary work takes place in team-taught and traveling courses, such as those in the Normandy Program (see p. 40) or housed in DoAH. UT provided students with 389 quality ID courses focusing on ES in 2016-17. ID courses with ES focus designed for graduate students are regularly taught in all the relevant schools and colleges, and we are always developing new ones with designated curriculum enhancement grants. For sample interdisciplinary graduate courses offered across UT’s campus, see Table 18.

CRITERION G. Quality of Language Instructional Program

G 1/2. Languages & Levels Offered & Enrollment. CoLA is committed to teaching foreign

languages as part of its core mission to internationalize the university and its student body, while also offering more LCTLs and encouraging students to take more of them at not just the introductory but also intermediate and advanced levels. To this end, in 2009 CoLA launched TLC, which has shifted all language instruction to American Council on the Teaching of Foreign Language [ACTFL]-inspired proficiency-based models involving ample use of web-based technology and shared “best practices.” With a budget of \$80,000,

Table 19 Students in Introductory (pre-advanced) ES Language Sequences (2016-17)

<i>Language</i>	<i>Fall</i>	<i>Spring</i>	<i>Summer</i>	<i>Total</i>
Spanish	1,229	1,266	212	2,707
French	624	645	116	1,385
German	294	296	60	650
<i>Less Commonly Taught Languages</i>				
Italian	160	195	7	362
Portuguese	68	64	12	132
Turkish	8	8	0	16
Swedish	24	20	0	44
Dutch	13	7	0	20
Danish	19	16	0	35
Norwegian	25	25	0	50
Czech	7	8	0	15
Polish	15	15	0	30
BCS	1	1	0	3
Ukrainian	1	2	0	3
Yiddish	5	6	0	11
Bulgarian	0	0	0	0
Total	2,493	2,568	407	5,468
BAs, MAs, PhDs available in languages coded red				
Minors available in languages coded blue				

TLC oversees the teaching quality of language instruction, most of which is devoted to ES languages. Under the leadership of TLC, virtually all core ES languages taught at UT have successfully moved from a two-year sequence of language instruction (typically 16 credit hours spread over four semesters) to a single year, two-semester sequence of accelerated courses, although German and Spanish are instead taught as a one-and-a-half-year intensive sequence (15 or 16 credit hours over three semesters). Sponsored in part by CES, TLC will be hosting for the first time this summer ACTFL Oral Proficiency Interview [OPI] workshops to prepare language instructors to administer and assess student proficiency, and UT instructors of ES languages will be participating. TLC also works with the well-established COERLL, an NFLRC that, with the assistance of CES, currently devotes 40% of its resources to ES web-based language teaching and

learning projects that have won high-national awards ([see](#) p. 44). UT currently offers 16 European languages (BCS, Bulgarian, Czech, Danish, Dutch, French, German, Italian, Norwegian, Polish, Portuguese, Spanish, Swedish, Turkish, Ukrainian, Yiddish) from five departments: FRIT, GRS, Middle Eastern Studies [MES], S&P, and Slavic and Eurasian Studies [SES]. Majors and minors are available in five target EU languages ([see](#) Table 19, p. 36); all allow for three of more years of language training, as well as majors and minors in SES (which allows for three years of language training in Bulgarian, Czech, Ukrainian, and Polish) and German, Dutch, and Scandinavian Studies (which allows for three years of language training in Dutch, Danish, Norwegian, Yiddish, and Swedish). Turkish allows for every level of study in the target language and is the most developed program in the Southwest. ES-related language enrollment remains steady, with strong numbers in Spanish (764 majors). French remains popular (199 majors), along with German (45 majors) and Italian (35 majors). Danish, Dutch, Norwegian, Swedish, and Turkish enrollments are concentrated at the entry level and are consistently robust. Overall, UT is committed to teaching LCTLs in 12 European languages, as is evident from the enrollments in last year's introductory sequences ([see](#) Table 19, p. 36). In fall 2018, UT will be introducing Romanian into our regular rotation, accessible to students at all levels, thus bringing our total number of LCTLs to 13.

G 2. FLAC. In an effort to centralize various initiatives across campus, TLC has just now been charged with overseeing and monitoring *all* FLAC courses administered through COLA in line with the mission of language departments and area studies program. Along these lines, TLC has notably launched new courses dedicated to teaching Spanish for Business and, perhaps most important, Spanish for physicians in partnership with the newly founded DMS, which stands out across the country in its uniquely close collaboration with liberal arts in general and the humanities in particular. Meanwhile, European FLAC courses in French have been successfully conducted in

History. Over the grant cycle, we will be adding languages, including LCTLs (BCS, Czech, Polish, and Romanian), into the FLAC offerings. **See** also pp. 3-4 and **Budget** 8.2.A2.

G 3. Language Faculty & Pedagogy Training. UT has a total of 48 tenured or tenure-track professors in core ES languages: 11 in FRIT, 11 in GRS, and 20 in S&P (with 6 focused on Europe). SES has 6 faculty who teach Bulgarian, Czech, Polish, BCS, Ukrainian, and, starting next year, Romanian (2 assistant professors and 4 lecturers). MES has a full-time lecturer who teaches Turkish. Faculty, lecturers, and AIs teach lower-division language courses, with more experienced instructors teaching more advanced courses. Full-time professional methodologists with doctoral degrees in SLA serve as the principal coordinators for lower- and upper-level training in ES languages: Blyth (also the head of COERLL) for FRIT, Boas for GRS, Garza (also head of TLC) for SES, and Kelm for S&P. AIs attend methodology workshops at the beginning of each academic year, and are required to take a pedagogy course, 398T, taught by a departmental Language Acquisition Specialist [LAS]. With the shift to intensive language instruction, AIs now take an additional pedagogy course (**see** Fii, pp. 34-35) taught by LASs. TLC monitors and coordinates the pedagogy courses and ES language activities to ensure quality control and assist in the development of shared best practices among faculty and LASs through training sessions, OPI-based workshops, and continual feedback and adaptation.

G 4. Performance-Based Instruction Used and Developed, Language Teaching Resources, Language Proficiency Requirements. TLC has ensured that ACTFL proficiency goals underlie all language instruction, and CoLA requires every department to specify expected ACTFL-inspired proficiency results for all languages. Proficiency requirements vary slightly according to the 16 (soon 17) ES languages taught. UT expects students in Danish, Dutch, French, German, Italian, Portuguese, Spanish, Norwegian, and Swedish to achieve the high-intermediate level on an adapted ACTFL scale of proficiency; for Bulgarian, Czech, Polish, BCS, Turkish, Ukrainian,

and Yiddish (and Romanian beginning in fall 2018), UT expects students to achieve a mid-intermediate level. TLC assists language teaching with ongoing workshops (two each semester) on such topics as teaching languages intensively and for proficiency, content-based instruction, and teaching heritage students, and it regularly invites language pedagogues from the Foreign Service Institute to participate in workshops and to train AIs, lecturers, and faculty in language proficiency teaching and testing. To help students acquire proficiency, FRIT, GRS, SES, MES, and S&P maintain computer-assisted instruction [CAI] programs, many developed in-house with the assistance of COERLL and LAITS. In addition to enriching language instruction at the beginning and intermediate levels, CAI programs support distance educational instructional programs. Recent improvements to the four buildings housing FRIT, GRS, SES, MES, and S&P include new classrooms with multi-media equipment and 7 state-of-the-art language labs with 116 workstations. LAITS's "Development Studio," with audio/video studios, software developers, and other technology staff, spent over the past four years about \$200,000 to produce high-quality digital ES language materials, including a new fully online language sequence for beginner through intermediate French. The "Fusion Room," recently set up with the help of the Provost's funds, integrates technologies into active learning pedagogies by allowing students at UT to interact via Skype/Zoom with students abroad, conducting, for instance, recorded subject interviews and receive assistance in preparing for oral presentations in the target language.

CRITERION H. Quality of Curriculum Design

H 1. Incorporates Undergraduate Instruction into BA Program. CES CES requires its majors to take either three years equivalency of one modern European language or two years equivalency of one modern European language and one year equivalency of another, including BCS, Bulgarian, Czech, Danish, Dutch, French, German, Italian, Norwegian, Polish, Portuguese, Spanish, Swedish, Turkish, Ukrainian, and Yiddish. Students also take three core courses: "Introduction to ES" and

“Government and Politics of Western Europe,” each enrolling between 100 and 150 students annually, and the “Capstone Research in ES,” the final faculty-supervised, independent research project that culminates in a graded public symposium and integrates language and area studies. The CES major also requires three areas of upper-level classes: (1) Anthropology, Geography, History, and Sociology; (2) Culture, Literature, Art, and Media; and (3) Economics, Government, Business, and Public Policy. CES students take two other approved upper-level classes and participate in an internship or study abroad program for six weeks in a European country integrated into their specific area studies and final capstone project. Students can major or minor in CES or receive a certificate for 15 hours of commitment to the program.

ES in CoLA. CoLA offers 50 majors through 22 academic departments and 12 centers, programs, and institutes. Committed to internationalizing undergraduates, CoLA requires all majors to complete at least two years equivalency of foreign language education, with the vast majority of them taking ES languages (see Table 19, p. 36). CoLA is also the home of the Normandy Scholars Program, the Program in British Studies, and the Thomas Jefferson Center for the Study of Core Texts and Ideas [TJC], which recently instituted in CES a track devoted specifically to “European Thought.” The History Department requires its majors (approximately 670) to take six hours of European history, and all are encouraged to take a related European language. Approximately 35% of the 800-900 majors in IRG] pursue an ES track, and all must study abroad for six weeks in a country related to ES, integrating language into their area track. In collaboration with CES, McSB’s International Business [IB] now offers four new ES business courses.

H 2. Incorporates Training for Graduate Students from a Variety of Disciplines and Professional Fields. In 2016-17, CoLA and DoAH awarded 30 MAs and 38 PhDs with an ES focus. CL requires its students to master three foreign languages and cultures and offers courses in ES every semester. All of the core ES language departments—FRIT, GRS, and S&P—offer

PhDs in French, German, Portuguese, and Spanish linguistics, each with a strong focus on SLA and longstanding programs in language pedagogy and training. FRIT houses one of the premier programs in French linguistics with specializations in SLA and a total of 4 faculty dedicated to the area; its \$14.42 million endowment (market value) sustains its French literature and linguistic PhD candidates with full fellowships and research, internships, and travel awards. GRS uses its \$6.72 million endowment (market value) to assist graduate students, and is one of the few German departments in the US to complement ES with major emphases on pedagogy and SLA research. S&P maintains one of the finest groups of scholars dedicated to Hispanic linguistics and SLA.

Excellent ES faculty at UT serve the Doctoral Portfolio Program in Interdisciplinary Studies [DPPIS], which enables graduate students to establish strong interdisciplinary profiles based on focused cross-disciplinary coursework and research planning for studies of Europe. By defining interdisciplinary connections for the PhD programs in which they enroll, students of DPPIS are able to develop research, teaching, and professional profiles beyond those offered in the context of existing PhDs. These profiles can also qualify them for a larger range of post-PhD careers that require the expertise of disciplinary PhDs plus ancillary skills not offered in more conventional doctoral programs. DPPIS thus serves to: (1) foster dialogue and communication throughout UT among the faculty and graduate students engaged in research and teaching on ES from an interdisciplinary perspective; (2) facilitate students' definition of appropriate interdisciplinary perspectives and courses of study for their future professional careers (in research, teaching, foreign service, or otherwise); and (3) create a formal advising structure on interdisciplinary work and career opportunities to supplement those available in extant degree programs in the humanities, social sciences, and professional schools at UT.

ES is also central to LBJ's RDI spearheaded by ES experts Hutchings and Suri with the support of CES. RDI draws on the research and teaching talents of LBJ, as well as that of Law

and CoLA, to inform, inspire, and train top students in the study of diplomacy as a historical, contemporary, and career subject. The teaching component of RDI, which always has an intensive European focus to it, began in 2012 with a series of graduate education courses that encompass the study of history, strategy, and leadership, using concrete, historical case studies of grand decision-making and international negotiation. The broad aim of RDI is to train career diplomats while sponsoring scholarship, lectures, workshops, seminars, and conferences drawing on applied foreign language and area studies research. CES also assists RDI through its “Distinguished EU Diplomacy Lectures,” FLAC courses, and TAS, partly funded through Title VI and UT sources.

H 3i. Academic and Career Advising. A key feature to the new School of Undergraduate Studies [UGS] is its Vick Center for Strategic Advising & Career Counseling [CSA&CC]. With a staff of 6 academic advisors and 5 career counselors, CSA&CC works closely with other advising centers in each of the other academic colleges and departments within them. Each program with a significant ES component has an undergraduate advisor as well as a graduate advisor where an advanced professional or doctoral degree is awarded. For advising, CES relies not only on its assigned advisor but also on alums, career professionals, the director, associate director, program coordinator, and faculty associated with the program, and it relies on CoLA’s Liberal Arts Career Services to assist its majors in preparing for the job market, along with faculty overseeing the final capstone research projects. CoLA alone spent \$3,148,359 in 2016-17 on advising students.

H 3ii Research & Study Abroad Opportunities/Summer Language Programs. UT ranks third in the nation for the number of students studying abroad, sending 3,129 abroad in 2016-17—more than any other public institution—with over half (1,724 or 55%) going to ES countries, typically during the summer (see Table 15, p. 29). SAO provided these students with \$396,450 in scholarship aid during 2016-17, with additional departmental and college/school aid from endowments amounting to \$719,612. Students can use awards for UT’s own or third-party

programs, and SAO provides information and support for all such programs and monitors *all* of them for quality and security. UT thus averages yearly over \$1,116,062 in scholarship aid for study abroad in Europe. Participation in Europe by academic major continues to be dominated by students from McSB (28%) and CoLA (26%), with Engineering (13%: significantly up from 8%), but *every* college participates. SoA has established semester programs in Germany, Italy, and England that include studio, history/theory, and research components. The College of Natural Sciences offers two faculty-led programs in Spain, and UT is part of Transatlantic Science Students Exchange Program (TASSEP). The new Masters in Global Policy Studies in LBJ, of which RDI is a key component, requires students to spend time abroad, integrating foreign language into area studies research, and it has established since 2010 a partnership with Hertie School of Governance in Berlin, exchanging two students each fall. UT's "First Abroad Initiative," recognized with a 2014 Senator Paul Simon Spotlight Award, connects first-generation college students, one the UT's most diverse and underrepresented populations, with scholarships, outreach activities, and programing that make study abroad possible. President Fenves, with his recently established "International Board of Advisors" and "Global Faculty Task Force," has identified Europe as one of the three areas of crucial interest in his newly launched strategy to enhance the presence and impact of the university around the globe, thereby ensuring once more—in keeping with UT's motto—that "what starts here changes the world." To this end, President Fenves has authorized a nationwide search this spring 2018 for the inaugural "Senior Vice Provost for Global Engagement & Chief International Officer" to advance even further UT's international strategy and global aspirations. At the same time, in his commitment to Europe, President Fenves has just this year embarked on raising a separate France-UT research endowment of \$2,000,000.

CRITERION I. Outreach Activities

I ii. Faculty & Professional School Involvement. CES affiliated faculty and allied professional

schools are deeply involved in our outreach. McSB and its faculty, for instance, are involved in TEUBS, contributing both time and money to its success; IC² and its staff and allied faculty are pioneering with CES our EU/US@SXSW. CES language faculty are closely involved in COERLL and TLC, which regularly assist our teacher-training workshops. Our affiliated faculty are being incorporated into our Digital Speakers Bureau and contribute to both our Summer Institute and Faculty Learning Community, and other K-16 area studies workshops held throughout the year.

I 1ii. Regional & National Impact. Our work in CES has had an impact both nearby and afar in the US. Nearby, our pilot outreach program this year tied to GTKEG and EU/US@SXSW, for instance, just yielded impressive results, with EU companies now working, as a result of it, with Intel Capital, River Capital, Quadrum Investments on next step funding opportunities. Assessment results indicate that of those surveyed 28.6% felt the program “far exceeded expectations,” 57.1% “exceeded expectations,” and 14.3% percent “met expectations.” Further afield, our language development programs have had a broad impact nationwide. For instance, with the assistance of CES, our collaborator, COERLL, has produced several large-scale, comprehensive foreign language resources, several akin to textbooks, that leverage the portability, flexibility, and convenience of an online environment. The end result has been to raise the quality and availability of open educational resources (OERs) for foreign language learning by putting control of the production directly into the hands of faculty and instructors who work in the classroom every day. COERLL has developed and disseminated open access websites in six European languages (Czech, French, German, Italian, Portuguese, and Spanish). The award-winning *Français interactif* itself logged nearly 6 million page views in fall 2017 semester alone, with over 300,000+ “likes” on its accompanying Facebook page as of May 2018; universities, from Cornell to Texas Tech, have adopted it nationally as the basis for their beginning French curriculum. Since COERLL began this work in conjunction with CES, millions of visitors throughout the world have

accessed their ES language materials, with hundreds of incoming referral links from .edu domains. This indicates that many of the European language materials have already achieved widespread acceptance in American higher education. CES will again be partnering with COERLL to further this initiative, as detailed below (see pp. 2-3 & Table 1), and enhance ES and LCTLs at UT with TLC, SES, and CREEES (see pp. 1-2).

I 1iii. Elementary & Secondary Schools. The CES Speakers Bureau, drawn from a rich pool of faculty and graduate students, is designed primarily for high school students, and cover many university disciplines devoted to ES, including history, literature, government, public policy, and diplomacy. They are available for classroom visits to K-12 schools in the Austin and surrounding areas and for teacher workshops held at UT. CES has also begun collaborating with the HRC on an annual “Teaching from the Archives” K-2 workshop to assist development of new curriculum using the HRC’s rich collection. Moreover, CES works with UTeach-Liberal Arts, the undergraduate teacher preparation program that offers secondary certification in French, German, Government, History, and Spanish, and various other areas of ES interest. Through our interaction with UTeach, a UT teacher-training program recognized for its innovative impact on education, CES is able to extend our K-12 resources to numerous teachers just entering the field and help them incorporate international education and language into their curricula. We also offer regular workshops for K-12 teachers on ES language *and* area studies. Finally, a formidable resource at UT is Hemispheres, the outreach consortium of five key NRC area studies centers and institutes: CES, CMES, CREEES, LLILAS, and SAI (see Table 4, p. 5, for new Hemisphere activities). Over the prior grant cycle, Hemispheres conducted and participated in 40 workshops and events and reached 4,331 teachers, and over 800 K-12 students visit our CES booth at the annual Explore UT Open House. The CES/Hemispheres lending library containing ES materials is free and available to K-12 teachers, university students, businesses, and the general public. During the prior grant

cycle, all of our outreach activities were assessed in consultation with an independent, objective evaluator (Jessica Hartos, [see](#) p. 21) and developed through constant feedback assessment and adaptation in keeping with our professionally designed evaluation plan and schedule.

I 2/3. Postsecondary Institutions Business, Media, & General Public. Since 2014, Hemispheres has collaborated with ACC on the Global Curriculum Faculty Learning Community. The 9-month program features monthly meetings for a select group of ACC faculty from diverse subject areas. The meetings include guest speakers from UT on the topic of global human rights and an open forum for the ACC faculty to assist one another in developing a new or redesigned global curriculum. UT's commitment to large-scale ES conferences (we currently offer typically three such conferences a year) has also welled dramatically, thanks to major funding sources flowing through CES: (1) Title VI; (2) the EU (totaling \$98,945 over 4 years); (3) Fr-UT (contributing \$74,150 over 4 years); (4) CES's regular, recurring budget (see Table 13, p. 27); (5) CoLA's Swedish Endowment (totaling \$98,556 over 4 years); and (6) additional, significant contributions from CoLA, CSoE, Law, LBJ, and SoC over 4 years. These revenues have made CES the single central organizing player in uniting disparate parts of the campus in a shared mission of increasing the presence of ES at UT through a series of high-profile public forums, all of which are open to the community and broadly publicized to postsecondary schools through the CES website and newsletter. Some of our conferences, such as the "Crisis in the Eurozone," have received significant national and international media attention, from the *NY Times* in the US to *El Pais* in Spain and *Le monde* in France. Table 20 (p. 47) provides three examples of the 118 activities with 6,855 participants over a single year. CES publishes conference papers and posts videos of conferences on its website to allow greater public access and reach a national audience, and it publicizes through social media to engage the local and larger community and nation.

Lastly, among US states, Texas is the second largest exporter to the EU, totaling

\$33,790,513,659 in 2017. For this reason, business outreach is a key feature to CES's mission, particularly through our Texas-EU Business Summit [TEUBS], which CES has been hosting annually in late spring since 2011—now in collaboration with ACC, the Austin Chamber of Commerce [AChC], CoA, the World Affairs Council of Austin [WACA], and St.Ed, a Title III and V Hispanic Serving Program. The Board of Directors of TEUBS (Table 21) assists the Direct-

Table 20 Representative Examples of Different Postsecondary Events, 2014-18			
Forum	Title	Co-Sponsor(s)	Attendance
Conference	<i>Crisis in the Eurozone</i>	LBJ, EU	125
Summit	<i>Texas-EU Business Summit</i>	ACC, WACA, AChC	160
Lecture	<i>Transatlantic Relations & Global Challenges</i> with EU Ambassador David O'Sullivan	EU Delegation to the U.S.	65

Table 21 Advisory Board for the Texas-EU Business Summit (TEUBS)	
Name of Board Member	Title of Board Member
1. Douglas Biow, Co-Chair	Director, CES, EU Center of Excellence and France-UT Institute
2. Mortada Mohamad, Co-Chair	President, World Affairs Council of Austin (WACA)
3. Ben Ramirez	Manager, The International Program, City of Austin (CoA)
4. Sharyl Cross	Director, Kozmetsky Center of Global Finance, St. Edwards University
5. Larry Tabash	US Foreign Commercial Services
6. Philip Berquest	Hon. Consul of Republic of Croatia
7. Brian Vanicek	Hon. Consul of Czech Republic
8. Geert Visser	President, Netherlands-American Chamber of Commerce/Business Council

or of CES in business outreach planning and future program development projects designed for Texas. Partnering with McSB and LBJ, CES also reaches the business community by regularly hosting high-profile talks on topics that garner a broad audience. Speakers since 2014 have included, among others, the EU Ambassador to the US David O'Sullivan (Table 20), the former Finance Minister of Poland Grzegorz Kołodko, and then Secretary of State Rex Tillerson (2017).

CRITERION J FLAS Awardee Selection Procedures & Competitive Preference Priorities

The CES FLAS competition will be posted on the CES website in mid January. It will be advertised through our social media; distributed to faculty, department chairs, students, and local colleges; and announced to all advisers and coordinators and open to new and current undergraduates and

graduate students. Applicants must submit a fellowship application including a statement of purpose articulating career and research goals, two letters of recommendation, current GPA, SAT scores for undergraduates and GRE scores for graduates (selection will be based on these elements), as well as transcripts and a written agreement to provide CES with details of future employment for the purposes of measurement and evaluation by mid March, with awards announced April 1. The FLAS selection committee will be composed of two SLA faculty and three faculty of the CES executive committee whose members represent a broad distribution of disciplines originating in different units across campus. The CES executive committee will ensure that: (1) fellowships are awarded to graduate and undergraduate students in a variety of humanities and social science disciplines, as well as professional fields, and (2) students will be ineligible for fellowships if they have already achieved language fluency equivalent to educated native speakers in the language for which the award is sought or if they are taking the first 12 semester hours or the equivalent in commonly taught languages. Students at the novice level of a LCTL will only be considered if they have reached the advanced level of another, regional foreign language. The awards for FLAS fellowships will go to the most deserving students regardless of specific areas of interests; those studying LCTLs and with financial need will have priority. CES will state priorities and scoring elements in notification materials. FLAS awardees are expected to increase language competency by one level per year as measured through pre- and post-assessment OPIs conducted to ACTFL-inspired standards developed by the relevant language departments at UT.

Competitive Preference Priorities

NRC Competitive Preference Priority 1. For seven years now CES has been a campus leader in developing partnerships with MSIs, and over the grant cycle we will both consolidate our gains and implement new measures in order to enhance and develop our linkages. As outlined above, CES has—and will continue to offer—a class each semester dedicated to modern Europe at HTU,

a local, historically black MSI (see Table 5, p. 7). This collaboration has assisted HTU in developing a Global Studies Program, and our continued efforts will enhance this opportunity with a course buyout for faculty to develop courses and attend a retreat, and with funds so that HTU students and faculty can participate in international events. We will continue to work with St.Ed, a Hispanic-serving MSI of higher learning, through our jointly organized conference forum on “Transatlantic Security” with the Kozmetsky School (see p. 12). We are also working closely with ACC on the Faculty Learning Community which brings together faculty from diverse disciplines to attend monthly talks by faculty from UT and other institutions on such topics as “internationalizing community college curriculum.” Finally, as indicated in CPP 2 section (directly below), we will be working with additional MSIs in Texas and Colleges of Education. For additional activities meeting this priority, see pp. 5-7 and Table 4.

NRC Competitive Preference Priority 2 Over the past grant cycle, Hemispheres has continued to participate in pre-service educator training with UTeach Liberal Arts, an alternate certification program housed within the CoLA and jointly administered by the College of Education. We also offered Hemispheres materials to UTeach-ESL and UT-STEM students. Along with classroom visits, Hemispheres has also worked with students in developing international curriculum units to be presented at poster sessions at both the National Council for Social Studies and ACTFL conferences. We will continue to work with UTeach pre-service students on regional curriculum units and presentation opportunities. CES and Hemipsheres offer a four-day Teacher’s Summer Institute each June that attracts both pre-service and in-service teachers from throughout the US. The theme for the Institute is based on both the Texas Education and Knowledge Standards, which guide annual student testing, and teacher feedback and requests. Beginning this year, Hemispheres will offer an additional new Summer Institute, “Critical Literacy and Languages,” a collaboration with UT’s College of Education and open to all K-5 educators. A new annual two-day workshop

is also being added in collaboration with the College of Education and the HRC, “Teaching from the Archives,” will offer K-12 educators the opportunity to work with other teachers to produce new international curriculum using the extensive international collection housed at the HRC.

FLAS Competitive Preference Priority 1. In awarding fellowships, preference will be given to undergraduate and graduate students who demonstrate financial need as indicated by the students’ expected family contribution, as determined by part F of title IV of the HEA. This need determination will be based on the students’ financial circumstances and not on any other aid. All students eligible for such aid preference based on financial need must demonstrate potential for academic success and excellence through grade point average, class ranking, SAT scores for undergraduates and GRE scores for graduates, and the strength of support voiced in letters of recommendation from professors closely acquainted with the students’ scholarly achievements.

FLAS Competitive Preference Priority 2. CES will award over 25% of FLAS fellowships to undergraduate and graduate students developing language skills in priority languages in accordance with FLAS Competitive Preference Priority 2. Where appropriate, CES will award FLAS fellowships to students studying non-European priority languages, such as Arabic, Persian, Chinese, and Hindi, when a contemporary application of those skills will significantly enhance their work as ES scholars. By awarding fellowships in this manner, CES will open up many more opportunities for scholars pursuing ES studies beyond conventional academic or professional boundaries, while making use of UT’s exceptional facilities for the acquisition of priority languages at advanced levels. CES will thereby develop additional ties with the four other current NRCs on campus, as well as the Hindu-Urdu Flagship Program and Arabic Flagship Program, and fashion a more nuanced and expansive understanding of Europe. In all instances, awards for FLAS fellowships will go to the most deserving students regardless of specific areas of interests, and those studying LCTLs and with financial need will have priority.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
- ☐ Undergraduate National Resource Center
- ☐ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$269,970 ____ Year 2: \$ 269,970 _ Year 3: ____ \$269,970 _ Year 4: __ \$269,970

FLAS Request

Year 1: _ \$255,000 _ Year 2: _ \$255,000 Year 3: _ \$255,000 _ Year 4: _ \$255,000

Type of Applicant

- ☒ Single institution ____ Center for European Studies, The University of Texas at Austin ____
- ☐ Consortium of institutions
 - ☐ Lead _____
 - ☐ Partner 1 _____
 - ☐ Partner 2 _____
 - ☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input checked="" type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input checked="" type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Language	Eligible Now? Y/N
Spanish	Y
French	Y
Italian	Y
Portuguese	Y
Turkish	Y
Serbian/Croatian	Y
Czech	Y
Polish	Y
Swedish	Y
Dutch	Y
German	Y
Norwegian	Y
Danish	Y
Yiddish	Y
Bulgarian	Y
Finnish	N
Romanian	Y
Ukrainian	Y

ACC	Austin Community College	HTU	Huston-Tillotson University
AChC	Austin Chamber of Commerce	IB	International Business
ACTFL	American Council on the Teaching of Foreign Language	IC²	The IC ² Institute
AI	Assistant Instructor	ID	Interdisciplinary
Anthro	Anthropology Department	IRG	International Relations and Global Studies
AP	Absolute Priority	LAITS	Liberal Arts Instructional Technology Services
B	Budget	LAS	Language Acquisition Specialist
BCS	Bosnian/Croatian/Serbian	Law	School of Law
CAI	Computer-Assisted Instruction	LBJ	LBJ School of Public Affairs
CES	Center for European Studies	LCTL	Less Commonly Taught Language
CF	Capital Factory	LDG	Língua da Gente
CIBER	Center for International Business Education and Research	LLILAS	Lozano Long Institute for Latin American Studies
CL	Comparative Literature Program	McSB	McCombs School of Business
CMES	Center for Middle Eastern Studies	MES	Middle Eastern Studies
CoA	City of Austin	M&O	Operational Expenses
CoC	Moody College of Communication	MSI	Minority-Serving Institution
COERLL	Center for Open Educational Resources & Language Learning	NFLRC	National Foreign Language Resource Center
CoFA	College of Fine Arts	NRC	National Resource Center
CoLA	College of Liberal Arts	OER	Open Educational Resource
CP	Competitive Preference Priority	OPI	Oral Proficiency Interview
CREES	Center for Russian, East European, and Eurasian Studies	RCHRJ	Rapoport Center for Human Rights & Justice
CSA&CC	Center for Strategic Advising & Career Counseling	RDI	Reinventing Diplomacy Initiative
CSoE	Cockrell School of Engineering	RGV	Rio del Valle
CTL	Center for Teaching and Learning	SAI	South Asia Institute
DAAD	Deutscher Akademischer Austausch Dienst	SAO	Study Abroad Office
DMS	Dell Medical School	SCISL	Strauss Center for International Security & Law
DoAH	Department of Art History	SES	Slavic and Eurasian Studies
DPPIS	Doctoral Portfolio Program in Interdisciplinary Studies	SLA	Second Language Acquisition
DSB	Digital Speakers Bureau	SoA	School of Architecture
EEO	Equal Employment Opportunity	Soc	Sociology Department
ES	European Studies	SoC	School of Communications
EU	European Union	S&P	Department of Spanish and Portuguese
FLAC	Foreign Language Across the Curriculum	St.Ed	St. Edwards University
FLC	Faculty Learning Community	SXSW	South-by-Southwest
FRIT	French and Italian Department	TA	Teaching Assistant
Fr-UT	France-UT Institute	TAS	The Austin Seminar
G&E	Geography and Environment Department	TEUBS	Texas-EU Business Summit
Govt	Government Department	TJC	Thomas Jefferson Center for the Study of Core Texts and Ideas
GRS	Germanic Studies Department	TLC	Texas Language Center
GTKEG	Getting to Know Europe Grant	TSU	Texas State University
Hist	History Department	U	University
HRC	Harry Ransom Center	UGS	College of Undergraduate Studies
HSI	Hemispheres Summer Institute	UT	The University of Texas at Austin
		UTEI	UT Energy Institute
		UTL	UT Libraries System
		WACA	World Affairs Council of Austin

- I. An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs;

Global pressures will continue to have a profound impact on how the rest of the world views Europe, and how Europe defines and shapes itself in the years to come. We therefore need to train specialists capable of understanding those global pressures from a multidisciplinary program to provide perspective. Accordingly, CES is committed to integrating diverse perspectives and approaches into all of our activities, which involve faculty, students, and the general public from a wide variety of constituencies and backgrounds from across the US and Europe. Our programs and events are geared towards encouraging critical thinking and the cross-pollination of ideas to foster productive debate on global issues of particular importance to Europe. To this end, the Center for European Studies [CES] will use Title VI funding to foster more vigorous intellectual exchanges and generate productive debates principally in the following five ways.

1. CES will create interdisciplinary and transnational content courses that engage students and scholars in the College of Liberal Arts [CoLA] as well as the Law School [Law], the LBJ School of Public Affairs [LBJ], the McCombs School of Business [McSB], and, ideally, the brand new Dell Medical Center, which is unique in its integration with the main campus training, curriculum, and activities. CES will thereby offer a multi-pronged approach to European area studies by enlisting the expertise of specialists from different scholarly and professional traditions and by forging linkages with established NRCs on campus and elsewhere.
2. CES will create interdisciplinary and transnational content conferences and workshops that engage students and scholars in CoLA, Law, LBJ, the Moody College of Communications, the Jackson School of Geosciences, McSB, and, ideally, the brand new Dell Medical Center, which is unique in its integration with the main campus training, curriculum, and activities. Active partnerships with the Center for Russian, East European, and Eurasian Studies [CREEES], South Asia Institute [SAI], the Lorenzo Long Institute for Latin American Studies [LLILAS], the Center for Middle Eastern Studies [CMES], the Strauss Center for International Security and Law, the Clements Center on History, Strategy and Statecraft, and the Rapoport Center for Human Rights and Justice are integral to these collaborative conferences and workshops. Our focus is at once global, historical, and inclusive.
3. CES also plans to advance faculty and student research, language and professional skills, and cultural competency through new research, internship, study abroad, and professional development opportunities in Europe. We will continue to build upon our menu of language and areas studies study abroad opportunities, which cater to individual student interests and are designed to reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs. Our focus, however, will be on building deeper synergistic partnerships in countries or regions where European Studies faculty have expertise and existing institutional relationships.
4. CES devotes considerable effort to the integration of European content into K-16 curriculum through teacher training. CES is an active member in UT's ground-breaking Hemispheres consortium, which provides pre-service and in-service instructional resources and curriculum development related to global studies for K-12 and post-secondary teachers.
5. CES will expand and intensify its collaborations with Minority-Serving Institutions (MSIs) in the region, assisting as well in the creation of a full-fledged major in International Relations and Global Studies at Huston-Tillotson University [HTU], a historically black institution of higher learning in Austin, Texas. We will do this at HTU which is Title III, while assisting as well Angelo State University, St. Edwards University, Texas State University, and Austin Community College, all Title V institutions. We will carry out many of these activities designed to reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs in cooperation with UT's Texas Language Center and Hemispheres, our unique global outreach consortium, but also with UT's College of Education and CoLA's Uteach teacher certification program. In a similar vein, Hemispheres will begin a new "Global Thinking" project, to the University of Texas Rio Grande Valley, a Title III MSI on the Texas border where 89% of its 39,000 enrollees are Latino.

- II. A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.
1. CES plans to award FLAS fellowships to students developing language skills in traditional European languages (like French, German, Italian, Portuguese, and Spanish) as well as those developing language skills in non-European priority languages (like Arabic, Persian, and Hindi) where those skills would deepen and broaden an understanding of the area studies of Europe generally. Accordingly, CES, in collaboration with CREEES, will also expand its LCTL offerings in European languages, adding Romanian, and we will assist the Texas Language Center [TLC] in integrating LCTLs into our Foreign Language Across the Curriculum program, which is now being organized, monitored, and assessed by TLC. Along with that, CES is invested in innovatively using FLAS fellowships to develop awareness of traditionally non-European cultures now residing and working throughout Europe in substantial numbers and concentrated areas. CES is convinced that awarding FLAS fellowships in this manner will address national needs. UT will train a body of students who will be able to use their linguistic and area skills to examine and document the demographic shifts in Europe due to large immigrant populations—shifts that may produce fundamental changes in business, foreign policy, and national security that could have major repercussions in those nations’ relationships with the US.
 2. CES plans with LBJ to continue to host every January “The Austin Seminar” (TAS) for 16 practitioners and scholars of diplomacy— ½ from the US, ½ from Europe—who will come to UT for four days of ES-focused readings, case studies, and organized discussions, as well as a daylong crisis simulation similar to those that LBJ has already successfully done with the War College. The specific aim of TAS is (1) to develop a shared language of diplomacy and (2) to work directly with participating UT graduate students as observers, rapporteurs, and team members of the crisis simulation. TAS workshops will be organized in collaboration with the Strauss Center for International Security and Law; Clements Center on History, Strategy and Statecraft; Texas Foreign Service; War College, and Austin Council of Foreign Affairs. Our broader aim through TAS, as in the “Reinventing Diplomacy Initiative,” is to inform, inspire, and train top students in the study *and* practice of diplomacy for careers in the field.
 3. CES will continue to host, with the collaboration of the World Affairs Council of Austin, the City of Austin, Austin Community College, and McSB, its highly successful *Texas-EU Business Summit*, which brings in approximately 100-150 participants annually and focuses on the development of business practices in Europe. Along somewhat similar lines tied to business development in Europe as part of a national imperative,
 4. In coordination with the *Texas-EU Business Summit*, we will now be organizing the *EU/US@SWSW* with IC², a multidisciplinary research center at UT that focuses on science and technology entrepreneurship. This collaboration will take place during South-by-Southwest [SXSW], one of the most important cultural, technology, and business networking events in the entire US, attracting on average 150,000 attendees each year from various sectors of the economy. From beginning to end, the emphasis during these planned SXSW activities is cross-cultural training and the exchange of experiences and ideas among young professionals in the business, academic, and governmental arenas as they work together to build regional technology knowledge economies that connect Europe to the US and, at the same time, serve to benefit and protect national and international economic interests.
 5. Finally, thanks to its investment in green energy and innovative technology, Austin has been singled out as the first US city to participate in a recently EU-funded “International Urban Cooperation” project (Bologna is our selected pilot partner city in Europe). Working with the UT Cockrell School of Engineering [CSoE] and the Office of Sustainability of the City of Austin, CES will enhance this unique city-to-city, EU-US collaboration—whose core aim is to promote more sustainable patterns of urban development—in a manner that benefits community, governmental, academic, and business stakeholders and meets short- and long-term economic, social, and environmental needs.

DIRECTOR

DOUGLAS BLOW

Superior Oil Company—Linward Shivers Centennial Professor
& Director of the France-UT Institute. Professor, tenured

EDUCATION

1990: PhD, Italian Language and Literature, Johns Hopkins University

LANGUAGES

Italian, 4+; Latin, 2; French, 2+

EXPERIENCE ABROAD

Over twenty years experience abroad in Europe: teaching in UT summer programs, and researching in Italy, England, and France with Guggenheim, Fulbright, NEH, Delmas, and Javits fellowships

SPECIALIZATION

Early modern Europe, Renaissance Italy and Europe, History and Culture of the period

MAJOR ACADEMIC POSITIONS

2009-: Courtesy Appointment, History Department, University of Texas at Austin
 2008-: Director, Center for European Studies, University of Texas at Austin
 2008-: Superior Oil Company—Linward Shivers Centennial Professor
 2003-: Professor, Department of French and Italian, University of Texas at Austin
 2002: Acting Director, Plan II Honors Program, University of Texas (*fall semester*)
 1998-05: Associate Director, Plan II Honors Program, University of Texas at Austin

PRINCIPAL DISTINCTIONS: ACADEMIC HONORS, FELLOWSHIPS, AND AWARDS

2008-9: Gladys Krieble Delmas Foundation for Research in Venice and the Veneto (*winter*)
 2007: Recipient of a Choice Magazine Outstanding Academic Title (*The Culture of Cleanliness in Renaissance Italy*)
 2007: Gladys Krieble Delmas Foundation for Research in Venice and the Veneto (*summer*)
 2006-7: John Simon Guggenheim Fellowship Foundation
 2006: Gladys Krieble Delmas Foundation for Research in Venice and the Veneto (*summer*)
 2003: Recipient of a Robert W. Hamilton Book Award (*Doctors, Ambassadors, Secretaries*)
 1996-97: National Endowment for the Humanities Fellowship
 1996-97: National Humanities Center Fellowship (declined)
 1988-89: Fulbright-Hays Doctoral Dissertation Research Abroad Program, US Department of Education
 1986-88: The Jacob K. Javits Fellowship, US Department of Education

PUBLICATIONS**Books**

1. *Vasari's Words: The "Lives of the Artists" as a History of Ideas in the Italian Renaissance*. Cambridge: Cambridge University Press, forthcoming 2019.
2. *On the Importance of Being an Individual in Renaissance Italy*. Philadelphia: University of Pennsylvania Press, 2015.
3. *In Your Face: Professional Improprieties and the Art of Being Conspicuous in Sixteenth-Century Italy*. Stanford: Stanford University Press, 2010.
4. *The Culture of Cleanliness in Renaissance Italy*. Ithaca and London: Cornell University Press, 2006.
5. *Doctors, Ambassadors, Secretaries: Humanism and Professions in Renaissance Italy*. Chicago and London: University of Chicago Press, 2002.
6. *Mirabile Dictu: Representations of the Marvelous in Medieval and Renaissance Epic*. Ann Arbor: University of Michigan Press, 1996.

COURSES (100% on Europe)

Italian Cinema, Italian Civilization, Renaissance Epic, Critical Theory (focus on Europe)

CES STAFF

Sally Dickson currently serves as the full-time Senior Program Coordinator for CES, where she has worked since the inception of the European Studies major at UT in 2006 (she will, however, be leaving at the end of June to work in the office of the Dean of the College of Liberal Arts: see Appendix 4 as well, POSITIONS). Previously she worked in the School of Law. She received a Masters from the LBJ School of Public Policy. The Sr. Program Coordinator is responsible for all Title VI oversight and is the Center's communications specialist. He or she runs the day-to-day activities of the Center including disseminating information and keeping the listservs current. The job also includes scheduling, organizing, and advertising various guest speakers and events held throughout the semester. The job entails coordination of conferences/seminars, and includes scheduling space, communication with speakers, assistance with travel arrangements, booking accommodations, dinners and receptions, a/v scheduling, and continued contact at the completion of conferences, along with all work associated with conducting measurement and evaluations. The job also oversees all outreach, which includes contacting and building relationships with teachers and principals at K-12 schools in the Austin area and in Texas generally, creating and advertising materials available for classroom use, and creating activities that are taken to various school functions. The Sr. Program Coordinator also creates and develops a Faculty Learning Community with ACC and oversees it, as well as works seamlessly with Hemispheres, the UT area studies consortium dedicated to outreach. The job entails overseeing the Digital Speakers Bureau, FLAS fellowships, travel awards, scholarships, and EC meetings.

Until February 23, 2018, **Nhi Nguyen** served as a Program Officer for CES, at which point she accepted a position in the LBJ School of Public Affairs. We are currently in the process of hiring a new Program Officer. See Positions, Appendix 4.

Tracy Matysik serves as CES's Associate Director. Please see faculty bio.

Michael Mosser serves as CES's Assistant Director. Please see faculty bio.

Liz Hastings currently serves as the undergraduate academic advisor for CES. She has worked at the University of Texas at Austin, her alma mater, in various capacities for the last 39+ years. She currently holds the position of Academic Advising Coordinator in the College of Liberal Arts where she oversees and coordinates advising services for the Departments of Spanish and Portuguese, where she established the department's advising center, French and Italian, Asian Studies and European Studies. She has collaborated with faculty and guided students in the departments for over 17 years.

Ian Goodale (European Studies Librarian) currently serves as the European Studies Librarian, as well as the primary library liaison for CES, though many subject specialists and staff members within the University of Texas Libraries provide instruction, outreach and reference for individual disciplines encompassed by European Studies. Ian Goodale manages the monographic funds for European language materials, and works closely with specialists for other languages to insure that teaching and research needs are met, regardless of format.

Please note for the following list of faculty

- We have divided the Bios between **Language Faculty** and **Non-Language Faculty**.
- We have also only included information about language pedagogy training for the Language faculty

	Faculty	Department/School/College	Position/Rank	Page Number
	Language Faculty			
1	Daniela Bini	French & Italian	Professor	A3-7
2	David Birdsong	French & Italian	Professor	A3-7
3	Marc Bizer	French & Italian	Professor	A3-8
4	Carl Blyth	French & Italian	Associate Professor	A3-8
5	Paola Bonifazio	French & Italian	Associate Professor	A3-9
6	Barbara Bullock	French & Italian	Professor	A3-9
7	Nancy Guilloteau	French & Italian	Senior Lecturer	A3-10
8	Karen Kelton	French & Italian	Senior Lecturer	A3-10
9	Antonella D. Olson	French & Italian	Distinguished Senior Lecturer	A3-11
10	Hervé Picherit	French & Italian	Assistant Professor	A3-11
11	Guy Raffa	French & Italian	Associate Professor	A3-12
12	Cinzia Russi	French & Italian	Associate Professor	A3-12
13	Alexandra Wettlaufer	French & Italian	Professor	A3-13
14	Katherine Arens	Germanic Studies	Professor	A3-13
15	Kirsten Belgium	Germanic Studies	Associate Professor	A3-14
16	Hans C. Boas	Germanic Studies	Professor	A3-14
17	Pascale Bos	Germanic Studies	Associate Professor	A3-15
18	Rikke Platz Cortsen	Germanic Studies	Lecturer	A3-15
19	Kirkland Fulk	Germanic Studies	Assistant Professor	A3-16
20	Itzik Gottesman	Germanic Studies	Senior Lecturer	A3-16
21	Sabine Hake	Germanic Studies	Professor	A3-17
22	Peter Hess	Germanic Studies	Associate Professor	A3-17
23	John Hoberman	Germanic Studies	Professor	A3-18
24	Smyth Johansson	Germanic Studies	Lecturer	A3-18
25	Barbara Laubenthal	Germanic Studies	Associate Professor	A3-19
26	Marc Pierce	Germanic Studies	Associate Professor	A3-19
27	Sandra Ballif Straubhaar	Germanic Studies	Distinguished Senior Lecturer	A3-20
28	Vincent Vanderheijden	Germanic Studies	Lecturer	A3-20
29	Lynn R. Wilkinson	Germanic Studies	Associate Professor	A3-21
30	Jeannette Okur	Middle Eastern Studies	Lecturer	A3-21
31	Vladislav Beronja	Slavic & Eurasian Studies	Assistant Professor	A3-22
32	Thomas J. Garza	Slavic & Eurasian Studies	Associate Professor	A3-22
33	Bella Bychkova Jordan	Slavic & Eurasian Studies	Lecturer	A3-23
34	Bernadeta Kaminska	Slavic & Eurasian Studies	Lecturer	A3-23
35	Jason E Roberts	Slavic & Eurasian Studies	Lecturer	A3-24
36	Petre Petrov	Slavic & Eurasian Studies	Assistant Professor	A3-24
37	Christian Hilchey	Slavic & Eurasian Studies	Lecturer	A3-25
38	Oksana Lutsyshyna	Slavic & Eurasian Studies	Lecturer	A3-25
39	Michael Harney	Spanish & Portuguese	Professor	A3-26
40	Orlando Kelm	Spanish & Portuguese	Associate Professor	A3-26
41	Cory A. Reed	Spanish & Portuguese	Associate Professor	A3-27
42	Sandro Sessarego	Spanish & Portuguese	Associate Professor	A3-27
43	Madeline Sutherland-Meier	Spanish & Portuguese	Associate Professor	A3-28
44	Jorge Pérez	Spanish & Portuguese	Professor	A3-28
	Non-Language Faculty			
45	Brad Love	Advertising & Public Relations	Associate Professor	A3-29
46	Steven Hoelscher	American Studies	Professor	A3-29
47	Craig Campbell	Anthropology	Associate Professor	A3-30
48	John Hartigan	Anthropology	Director	A3-30
49	Sofian Merabet	Anthropology	Associate Professor	A3-31
50	Circe Sturm	Anthropology	Associate Professor	A3-31

51	Mariah Wade	Anthropology	Associate Professor	A3-32
52	Eddie Chambers	Art History	Professor	A3-32
53	John R. Clarke	Art History	Professor	A3-33
54	Penelope Davies	Art History	Professor	A3-33
55	Linda Henderson	Art History	Professor	A3-34
56	Joan A. Holladay	Art History	Professor	A3-34
57	Ann Johns	Art History	Distinguished Senior Lecturer	A3-35
58	Athanasio Papalexandrou	Art History	Associate Professor	A3-35
59	Glenn Peers	Art History	Professor	A3-36
60	Richard Shiff	Art History	Professor	A3-36
61	Jeffrey Smith	Art History	Professor	A3-37
62	Louis Alexander Waldman	Art History	Associate Professor	A3-37
63	Linda Gerber	Business	Senior Lecturer	A3-38
64	Sirkka Jarvenpaa	Business	Professor	A3-38
65	Violina Rindova	Business	Ralph B. Thomas Professor	A3-39
66	James Buhler	Butler School of Music	Professor	A3-39
67	Eric Drott	Butler School of Music	Associate Professor	A3-40
68	David Hunter	Butler School of Music	Senior Lecturer	A3-40
69	Luisa Nardini	Butler School of Music	Associate Professor	A3-41
70	Guido Olivieri	Butler School of Music	Senior Lecturer	A3-41
71	Sonia Seeman	Butler School of Music	Associate Professor	A3-42
72	Michael C. Tusa	Butler School of Music	Professor	A3-42
73	Andrew Dell'Antonio	Butler School of Music	Professor	A3-43
74	Deborah Beck	Classics	Associate Professor	A3-43
75	Cristina Carusi	Classics	Assistant Professor	A3-44
76	Lesley Dean-Jones	Classics	Associate Professor	A3-44
77	Jennifer Ebbeler	Classics	Associate Professor	A3-45
78	Karl Galinsky	Classics	Professor	A3-45
79	Thomas K. Hubbard	Classics	Professor	A3-46
80	Thomas Palaima	Classics	Professor	A3-46
81	Paula Perlman	Classics	Professor	A3-47
82	Adam Rabinowitz	Classics	Associate Professor	A3-47
83	Andrew M Riggsby	Classics	Professor	A3-48
84	Rabun Taylor	Classics	Professor	A3-48
85	Deborah Beck	Classics	Associate Professor	A3-49
86	Samuel Baker	English	Associate Professor	A3-49
87	Janine Barchas	English	Professor	A3-50
88	J.K. Barret	English	Associate Professor	A3-50
89	Lance Bertelsen	English	Professor	A3-51
90	Daniel Birkholz	English	Associate Professor	A3-51
91	Mary Blockley	English	Professor	A3-52
92	Douglas Bruster	English	Professor	A3-52
93	Mia Carter	English	Associate Professor	A3-53
94	George Christian	English	Adjunct Professor	A3-53
95	Elizabeth Cullingford	English	Department Chair	A3-54
96	Linda Ferreire-Buckley	English	Associate Professor	A3-54
97	Alan Friedman	English	Professor	A3-55
98	Patricia Garcia	English	Lecturer	A3-55
99	Elizabeth Hedrick	English	Associate Professor	A3-56
100	Kurt Heinzelman	English	Professor	A3-56
101	Susan Sage Heinzelman	English	Associate Professor	A3-57
102	Geraldine Heng	English	Associate Professor	A3-57
103	David Kornhaber	English	Associate Professor	A3-58
104	James Loehlin	English	Professor	A3-58
105	Allen MacDuffie	English	Associate Professor	A3-59

106	Carol MacKay	English	Professor	A3-59
107	Eric S. Mallin	English	Associate Professor	A3-60
108	Lisa Moore	English	Archibald A. Hill Professor of English	A3-60
109	Wayne A. Rebhorn	English	Professor	A3-61
110	Elizabeth Richmond-Garza	English	Associate Professor	A3-61
111	John Rumrich	English	Professor	A3-62
112	Elizabeth Scala	English	Professor	A3-62
113	Jeffrey Walker	English	Professor	A3-63
114	Hannah Wojciehowski	English	Professor	A3-63
115	Marjorie Woods	English	Professor	A3-64
116	Paul Adams	Geography & the Environment	Professor	A3-64
117	Sheryl Luzzadder-Beach	Geography & the Environment	Professor	A3-65
118	Terrence L. Chapman	Government	Associate Professor	A3-65
119	John Gerring	Government	Professor	A3-66
120	Benjamin Gregg	Government	Associate Professor	A3-66
121	Amy Liu	Government	Associate Professor	A3-67
122	Robert C. Luskin	Government	Associate Professor	A3-67
123	Robert Moser	Government	Professor	A3-68
124	Michael Mosser	Government	Lecturer	A3-68
125	Thomas L. Pangle	Government	Professor	A3-69
126	Lorraine Pangle	Government	Professor	A3-69
127	Ami Pedahzur	Government	Professor	A3-70
128	Zeynep Somer-Topcu	Government	Assistant Professor	A3-70
129	Dana Jalbert Stauffer	Government	Senior Lecturer	A3-71
130	Devin Stauffer	Government	Associate Professor	A3-71
131	Kurt Weyland	Government	Mike Hogg Professor in Liberal Arts	A3-72
132	Christopher Wlezien	Government	Professor	A3-72
133	Scott Wolford	Government	Associate Professor	A3-73
134	Maurizio Viroli	Government	Professor	A3-73
135	Robert H. Abzug	History	Chair of Jewish Studies	A3-74
136	Miriam Bodian	History	Professor	A3-74
137	Benjamin Brower	History	Associate Professor	A3-75
138	Jorge Cañizares-Esguerra	History	Professor	A3-75
139	Judith Coffin	History	Associate Professor	A3-76
140	David Crew	History	Professor	A3-76
141	Alison Frazier	History	Associate Professor	A3-77
142	Julie Hardwick	History	Professor	A3-77
143	Bruce J. Hunt	History	Associate Professor	A3-78
144	Neil Kamil	History	Associate Professor	A3-78
145	Philippa Levine	History	Professor	A3-79
146	Tatjana Lichtenstein	History	Associate Professor	A3-79
147	Wm. Roger Louis	History	Professor	A3-80
148	Alberto A. Martinez	History	Professor	A3-80
149	Tracie Matysik	History	Associate Professor	A3-81
150	Mary Neuburger	History	Associate Professor	A3-81
151	Martha Newman	History	Associate Professor	A3-82
152	Denise Spellberg	History	Professor	A3-82
153	Jeremi Suri	History	Professor	A3-83
154	James Vaughn	History	Assistant Professor	A3-83
155	Andrew Villalon	History	Senior Lecturer	A3-84
156	Stephen Reese	Journalism	Professor	A3-84
157	Joe Straubhaar	Journalism	Professor	A3-85
158	George Sylvie	Journalism	Associate Professor	A3-85
159	Philip Bobbit	Law	Distinguished Senior Lecturer	A3-86
160	Victor Ferreres Comella	Law	Professor	A3-86

161	James Dammann	Law	Professor	A3-87
162	Karen Engle	Law	Professor	A3-87
163	Derek Jinks	Law	Marrs McLean Professor	A3-88
164	Inga Markovitz	Law	Professor	A3-88
165	Richard Albert	Law	Professor	A3-89
166	Abigail RA Aiken	LBJ School of Public Affairs	Assistant Professor	A3-89
167	James Galbraith	LBJ School of Public Affairs	Professor	A3-90
168	Robert Hutchings	LBJ School of Public Affairs	Professor	A3-90
169	William Inboden	LBJ School of Public Affairs	Associate Professor	A3-91
170	Alan J. Kuperman	LBJ School of Public Affairs	Associate Professor	A3-91
171	James P Pope	LBJ School of Public Affairs	Clinical Professor	A3-92
172	Stephen B. Slick	LBJ School of Public Affairs	Clinical Professor	A3-92
173	Catherine Weaver	LBJ School of Public Affairs	Associate Professor	A3-93
174	Joshua Busby	LBJ School of Public Affairs	Associate Professor	A3-93
175	Jeremi Suri	LBJ School of Public Affairs	Professor	A3-94
176	Lorinc Redei	LBJ School of Public Affairs	Lecturer	A3-94
177	Luis Martins	Management	Professor	A3-95
178	Wayne Hoyer	Marketing	Department Chair/ Professor	A3-95
179	Alexis Vasseaur	Mathematics	Professor	A3-96
180	Micheal Webber	Mechanical Engineering	Professor	A3-96
181	Kathleen Higgins	Philosophy	Professor	A3-97
182	Robert Koons	Philosophy	Professor	A3-97
183	Al Martinich	Philosophy	Professor	A3-98
184	Ian Proops	Philosophy	Professor	A3-98
185	Mark Sainsbury	Philosophy	Professor	A3-99
186	Paul Woodruff	Philosophy	Professor	A3-99
187	Nancy Schiesari	Radio-Television-Film	Professor	A3-100
188	Sharon Stover	Radio-Television-Film	Professor	A3-100
189	Kathleen Tyner	Radio-Television-Film	Associate Professor	A3-101
190	Mirka Benes	School of Architecture	Associate Professor	A3-101
191	Richard Cleary	School of Architecture	Professor	A3-102
192	Christopher Long	School of Architecture	Professor	A3-102
193	Smilja Milovanovic-Bertram	School of Architecture	Diretor: Study in Italy	A3-103
194	Danilo Udovicki-Selb	School of Architecture	Associate Professor	A3-103
195	Anthony Alofsin	School of Architecture	Professor	A3-104
196	Simon Atkinson	School of Architecture	Professor	A3-104
197	Ari Adut	Sociology	Associate Professor	A3-105
198	Mounira Maya Charrad	Sociology	Associate Professor	A3-105

PROFICIENCY SCALE**IN LANGUAGES****READING and/or SPEAKING**

Scale (+ equals more advanced)

ACTFL Scale

5

Native

4+, 4

Distinguished

3+, 3

Superior

2+, 2

Advanced

1+, 1

Intermediate

0+, 0

Novice

French & Italian**Daniela Bini****Professor**

Appointment:	1981 Tenured	
Education:	1978 Ph.D., University of Texas - Austin, Comparative Literature	
Academic Experience:	2003-2011: Chair; 1998-Present: Professor; 1992-1998: Associate Professor; 1987-1992: Assistant Professor; Lecturer: 19981-1987	
Overseas Experience:	Conference presentations in Italy (2017), Germany (2017), Research in Italy (2013, 2015, 2016, 2017)	
Language Proficiency:	Italian 5, English 4+, French 2+, Latin 2+, Spanish 1+ Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Italian Masterpieces	
# of Courses Since 2014:	1	
Current Research:	Italian studies: 19th and 20th Centuries Literature, Philosophy, Opera	
Recent Sample Publications:	1. "Neapolitan Leopardi and the Naples of Mario Martone" in <i>Forum Italicum</i> , February 2018. Pp. 1-14. 2. "Pasolini's Poetry: The Language of the Mother" in <i>Pasolini's Lasting Impressions</i> , edited by Ryan Calabretta-Sajder. Fairleigh Dickinson UP (2018). Pp. 13-35. 3. "Carlo Michelstaedter Today: The Burden of Truth and the Proliferation of Rhetoric" in <i>Storia e Storiografia di Carlo Michelstaedter</i> , ed. Valerio Capozzo, Romance Monographs, (University of Mississippi, 2017). Pp. 5-22. 4. "Deconstructing The Self: Luigi Pirandello's Thought and Fausto Pirandello's Painting" in <i>Pirandello's Visual Philosophy: Imagination and Thought Across Media</i> , ed. Michael Subialka & Lisa Sarti. Fairleigh Dickinson UP, (2017)	
# of Recent Publications:	6	
Dissertations/Theses Supervised in Past Five Years:	1 completed dissertation, 1 in progress, 1 Honors thesis	
Distinctions:	NEH grant, Cavaliere (Ordine della Stella della Solidarietà Italiana) conferred by the President of the Italian Republic, 3 Teaching Awards	

French & Italian**David Birdsong****Professor**

Appointment:	1979 Tenured	
Education:	1979 Ph.D., Harvard University, Romance Languages	
Academic Experience:	2011-Present Chair, Department of French and Italian, University of Texas at Austin; 2003-present Professor, University of Texas at Austin; 1991-2002 Associate Professor, University of Texas at Austin; 1989-1991 Associate Professor	
Overseas Experience:	International Chair, LABEX-Empirical Foundations of Linguistics, Paris, May-June 2015 Max Planck Society, Scientific Commission (Fachbeirat) NL, 2007-2013 Visiting Research Fellow, Max Planck Institute for Psycholinguistics, NL, 2002-2008 "Where things stand in critical period research." ADYLOC Research Network Seminar: Language, Plasticity and Learning – Developmental Issues. Paris: UPS Pouchet, November 2015	
Language Proficiency:	French 4+, Spanish 2, Portuguese 1 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 40%
Relevant Courses:	Language and Thought, Advanced French, French Literature and Culture	
# of Courses Since 2014:	3	
Current Research:	Language acquisition, psycholinguistics, bilingualism, French linguistics, research methods	
Recent Sample Publications:	Birdsong, D. (in press). Plasticity, variability and age in second language acquisition and bilingualism. <i>Frontiers in Psychology</i> . Green, V., & Birdsong, D. (2018). Intuitions for phonological constraints in binomial locations: A psycholinguistic investigation. <i>Language Sciences</i> . Birdsong, D. (2014). Dominance and age in bilingualism. <i>Applied Linguistics</i> , 35, 374-392. Reichle, R. V. & Birdsong, D. (2014). Processing focus structure in L1 and L2 French: L2 proficiency effects on ERPs. <i>Studies in Second Language Acquisition</i> , 36, 535-564. Birdsong, D. & Gertken, L. (2013). In faint praise of folly: A critical review of native/non-native comparisons, with examples from native and bilingual processing of French complex syntax. <i>Language, Interaction and Acquisition</i> , 4, 107-133. Biedron, A., & Birdsong, D. (forthcoming). Highly proficient and gifted bilinguals. In L. Ortega & A. De Houwer (Eds.) <i>Handbook of bilingualism</i> . Cambridge: Cambridge University Press. Birdsong, D., & Vanhove, J. (2016)	
# of Recent Publications:	5	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:	International Chair, LABEX-Empirical Foundations of Linguistics, Paris, May-June 2015; Editorial Board, Brill Research Perspectives on Multilingualism and Second Language Acquisition, 2014; Advisory Board, Languages, Interaction & Acquisition, 2008; Editorial Board, Linguistic Approaches to Bilingualism, 2010; Advisory Council, The Travel Learning Network, 2013	

French & Italian**Marc Bizer****Professor**

Appointment:	1992 Tenured	
Education:	1993 Ph.D., Princeton University, Romance Languages and Literature	
Academic Experience:	2014- Professor of French, Comparative Literature and Classics affiliate, European Studies Core Faculty, University of Texas at Austin, 2001-2014- Associate Professor of French, University of Texas at Austin, 1992-2001- Assistant Professor of French, University of Texas at Austin	
Overseas Experience:	Research in France: short stays (1-2 months: 2016, 2014, 2008, 2007), Spring semester 2001, Fulbright (1996-97), Sabbatical (1994-95) Conference presentation in Berlin (2015), England (2003), Paris (2004, 1998	
Language Proficiency:	French 5, German 3, Italian 1, Latin 3 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	French language (all levels), Introduction to French Literature I & II, Literature and, Gastronomy (French), Gender and Genre in 16th Century French Literature (graduate)	
# of Courses Since 2014:	3 Writing the Self, Writing the Nation in 16th-century France (graduate), Deconstructing Tragedy (graduate)	
Current Research:	Renaissance / Early modern French literature	
Recent Sample Publications:	"Whose Mistake? The Errors of Friendship in Cicero, La Boetie, and Montaigne" in <i>Roman Error: Classical Reception and the Problem of Rome's Flaws</i> , Oxford University Press, 2018; "Poetry and Modernity" in <i>The Cambridge Companion to French Literature</i> , Cambridge University Press, 2016: 34-51; Andrea Frisch, <i>Forgetting Differences: Tragedy, Historiography, and the French Wars of Religion</i> , Edinburgh University Press, 2015, <i>Renaissance Quarterly</i> 70.4 (2017); Phillip John Usher. <i>Epic Arts in Renaissance France</i> . Oxford: Oxford University Press, 2014. <i>French Forum</i> 41.1-2 (2016) Phillip John Usher and Isabelle Fernbach, eds. Virgilian Identities in the French Renaissance. Woodbridge: D. S. Brewer, 2012, <i>French Studies</i> 68.1 (January 2014).	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	2	
Distinctions:	2017: Council of European Studies travel grant (\$2,000)	

French & Italian**Carl Blyth****Associate Professor**

Appointment:	1993 Tenured	
Education:	1990 Ph.D., Cornell University, French Linguistics	
Academic Experience:	2010-present Director, Center for Open Educational Resources and Language Learning 2006-2009 Director, Texas Language Technology Center, UT-Austin 2001-2002 Director of Technology, Literacy and Culture, UT-Austin 2000-present Associate Professor of French, Univ. of Texas at Austin 1993	
Overseas Experience:	2018 UT-Lyon Study Abroad, Université Jean Moulin, Lyon, France 2014 UT-Lyon Study Abroad, Université Jean Moulin, Lyon, France 2010 UT-Lyon Study Abroad, Université Jean Moulin, Lyon, France 2008 UT-Lyon Study Abroad, Université Jean Moulin, Lyon, France 2004 UT-Lyon Study Abroad, Université Jean Moulin, Lyon, France 1989-90 Chercheur Invité, Université du Québec à Montréal	
Language Proficiency:	French and Italian 4 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	First-Year French, Analyzing Language Variation, French Textual Linguistics	
# of Courses Since 2014:	2	
Current Research:	Second Language Acquisition, Pragmatics and Interaction, Sociolinguistics, Discourse Analysis	
Recent Sample Publications:	Books 1. Koike, D. and Blyth, C. (eds). (2015.) <i>Dialogue in Multilingual and Multimodal Communities</i> . Amsterdam/Philadelphia: John Benjamins, 314 pages. Articles 1. Blyth, C. (2018). Designing Meaning and Identity in Multiliteracies Pedagogy: From Multilingual Subjects to Authentic Speakers. <i>L2 Journal</i> , Vol 11. 2. Blyth, C. and Dalola, A. (2016). Translingualism and Open Educational Practice: Promoting Critical Language Awareness via Facebook. <i>ALSIC Revue (Language Learning and Information and Communication Systems)</i> , volume 19. https://alsic.revues.org/2962 3. Koike, D. and Blyth, C. (2016)	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	5 dissertations	
Distinctions:	2013-15 Provost's Senior Teaching Fellow, UT-Austin 2012 Faculty Research Assignment (FRA), UT-Austin 2009 Exemplary Online Learning Resource Award (given to TLTC), Multimedia Educational Resource for Learning and Online Teaching 2009 Access to Language Education Award (given to Français interactif), CALICO Executive Committee, CALICO Annual Conference 2006 Best of the Humanities on the Web	

French & Italian**Paola Bonifazio****Associate Professor**

Appointment:	2009 Tenured		
Education:	2008 Ph.D., New York University, Italian Studies		
Academic Experience:	2009-2016 Assistant Professor; 2016-present: Associate Professor		
Overseas Experience:	Summer Research Assignment in Italy (2014); Title VI Faculty Research Grant CES, Research in Italy (2014); Humanities Research Award, Research in Italy (2015-2018); International Summer School in Bologna, Italy (2018); Conference Presentations in Italy (2018)		
Language Proficiency:	Italian 5 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies:	100%
Relevant Courses:	Women and Film in Italy and Vamps, Stars, and the Diva		
# of Courses Since 2014:	4		
Current Research:	Film Studies		
Recent Sample Publications:	(2014) <i>Schooling in Modernity: The Politics of Sponsored Films in Postwar Italy</i> . Toronto: University of Toronto Press. xvi + 305. Awarded: (2013) Italian Scientists and Scholars of North America Foundation Award for the Humanities (2017) Paola Bonifazio and Nicoletta Marini-Maio (eds.), <i>Girl Cultures in Italy From Early Modern to Late Capitalism, gender/sexuality/italy</i> 4 (2017) "Il film didattico è morto, viva il film didattico: Carosello, documentario, e la cultura convergente." <i>Imago-Studi di Cinema e Media</i> 15. (2017) "Political Photoromances: The Italian Communist Party, the Catholic Press, and the Battle for Women's Heart." <i>Italian Studies</i> 72:4, pp. 393-413. (2016) "Postfeminist (Dis)Entanglements: Transgression and Conformism in Contemporary Italian Teen Movies." <i>California Italian Studies</i> 6:2, 1-16. (2014)		
# of Recent Publications:	5		
Dissertations/Theses Supervised in Past Five Years:	5		
Distinctions:	2011-2012 National Endowment for the Humanities/Andrew W. Mellon Foundation Post- Doctoral Rome Prize, American Academy in Rome, Rome, Italy		

French & Italian**Barbara Bullock****Professor**

Appointment:	2009 Tenured		
Education:	1991 Ph.D., University of Delaware, Linguistics		
Academic Experience:	1991-1997 Assistant Professor of Linguistics and French (Penn State), 1997-2004 Associate Professor of Linguistics and French (Penn State), 2004-2009 Full Professor (Penn State), 2009-present Full Professor (UT)		
Overseas Experience:	2018: Conference presentations in Freiburg, Stockholm, Zurich, Dublin; Invited workshop presentation in Paris		
Language Proficiency:	French 4, Spanish 2, Italian 1 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies:	50%
Relevant Courses:	French Through the Media, Practical Phonetics, Advanced French II		
# of Courses Since 2014:	3		
Current Research:	Linguistics		
Recent Sample Publications:	Guzmán, Gualberto, Joseph Ricard, Jacqueline Serigos, Barbara E. Bullock, Almeida Jacqueline Toribio. 2017. <i>Metrics for modeling code-switching across corpora</i> . <i>Interspeech</i> 2017 Guzman, Gualberto, Joseph Ricard, Jacqueline Serigos, Barbara E. Bullock and Almeida Jacqueline Toribio (2017). <i>Moving code-switching research toward more empirically grounded methods</i> . <i>CDH17, Corpora in the Digital Humanities</i> . CEUR Vol 1786: 1-9 Dalola, Amanda & Barbara E. Bullock. 2017. <i>On sociophonetic competence: Phrase final vowel devoicing in native and advanced L2 speakers of French Studies in Second Language Acquisition</i> 39(4): 769–799. DOI Guzmán, Gualberto, Barbara E. Bullock & Almeida Jacqueline Toribio. 2017. <i>Quantifying the effects of language contact. First Workshop on Multi-Language Processing in a Globalizing World, (MLP17)</i> , Dublin: ADAPT Center. Bullock, Barbara E. and Jenna Nichols, 2017		
# of Recent Publications:	4		
Dissertations/Theses Supervised in Past Five Years:	9		
Distinctions:	Raymond Dickson Centennial Endowed Teaching Fellowship, 2016-2017		

French & Italian**Nancy Guilloteau****Senior Lecturer**

Appointment: 1998 Lecturer

Education: 1977 Ph.D., UT Austin, French Linguistics

Academic Experience: 2014-Present: Senior Lecturer, 2006-Present: Director, French Language Program, 1998-2014: Lecturer, UT Austin; Summer 1998 and 1999: Lecturer, L'Ecole Supérieure de Commerce de Paris.

Overseas Experience: Summer 1998 and 1999: Lecturer, L'Ecole Supérieure de Commerce de Paris; Summer 2007 and 2013: Associate Director, UT French Summer Program in Lyon

Language Proficiency: French 5
Graduate training in language pedagogy and on the job training

Relevant Courses: Intensive Beginning French; Intensive Intermediate French; Enhancing French Skills; Practical Phonetics; Supervised Teaching of French for Graduate Students

of Courses Since 2014: 3

Current Research: Pedagogy and Online Language Instruction

Recent Sample Publications: Blyth, C., N. Guilloteau, K. Kelton, and E. Eubank. *Français interactif*. <http://www.laits.utexas.edu/fi> An online first year French program that includes streaming video, podcasts, downloadable mp3 audio files, readings, internet activities, and online polls

of Recent Publications: 1

Dissertations/Theses Supervised in Past Five Years:

Distinctions: 2013: Texas Language Center Professional Development Award; 2009: Liberal Arts Instructional Technology Grant; 2009: Access to Language Education, presented by the Computer Assisted Language Instruction Consortium (CALICO); 2008: Texas Higher Education Coordinating Board (THECB) grant

French & Italian**Karen Kelton****Senior Lecturer**

Appointment: 1981 Lecturer

Education: 1975 M.L.S., University of Texas at Austin

Academic Experience: 2004-Present: Senior Lecturer; 1981-2004 Lecturer

Overseas Experience: UT French Department Summer Program in Lyon, Assistant Director 2001; Director 2002, 2004-Present

Language Proficiency: French 3
Graduate training in language pedagogy and on the job training

Relevant Courses: Continuity and Change in Modern France

of Courses Since 2014: 1

Current Research: Study abroad and instructional design of French language curriculum.

Recent Sample Publications: *Online French* (with N. Guilloteau) 2017 Online French curriculum (three courses) in Canvas based on *Français interactif*. *Enhancing French Skills* (with N. Guilloteau) 2012. A website of videos and activities for intermediate learners of French. <http://sites.la.utexas.edu/enhancing-french-skills/> *Français Interactif*, 3rd edition (with N. Guilloteau and C. Blyth) Center for Open Educational Resources and Language Learning (COERLL), 2011. Textbook to accompany web-based curriculum <http://www.laits.utexas.edu/fi/>; supported by U.S. Dept of Education Fund for the Improvement of Post-Secondary Education

of Recent Publications: 1

Dissertations/Theses Supervised in Past Five Years:

Distinctions:

French & Italian**Antonella D. Olson****Distinguished Senior Lecturer**

Appointment:	1984 Lecturer		
Education:	1978 Laurea, University La Sapienza, Rome, Italy		
Academic Experience:	2008-Present: Distinguished Senior Lecturer, 1994-2008: Senior Lecturer, 1984-1994: Lecturer, University of Texas; Summer 1996-Present: Senior Lecturer, Rome Study Program		
Overseas Experience:	Director of a study abroad program; Teaching experience in summer programs in Italy: Castiglion Fiorentino (UT), Florence (University of Pennsylvania, Bryn Mawr College), Rome (UT)		
Language Proficiency:	Italian 5, English 4, Spanish 1+ Language pedagogy training on the job as native speaker	Percentage Dedicated To Area Studies:	100%
Relevant Courses:	Italian Drama Workshop; Rome Study Program; Italian Drama: From the Page to the Stage		
# of Courses Since 2014:	3		
Current Research:	Italian language and culture, theater and play production, modern and contemporary literature, pedagogy		
Recent Sample Publications:	"Community, Culture, and Body Language: Staging the Female Voice in the Italian Drama Workshop," in <i>Set the Stage! Teaching Italian through Theater. Theories, Methods, and Practices</i> (Yale University Press, 2009); <i>Inviaggio, Moving Toward Fluency in Italian</i> , co-author with Eric Edwards and Sharon Foerster (McGraw-Hill, 2003); "Dacia Maraini e la problematica femminile nel laboratorio teatrale di italiano" in <i>Italica</i> 81.4 (Winter 2004)		
# of Recent Publications:	0		
Dissertations/Theses Supervised in Past Five Years:	1 Honor thesis (spring 2017). Currently supervising 1 this semester		
Distinctions:	2017: The Texas Ten, 2015: Leslie Waggener Centennial Endowed Teaching Fellowship, 2012: Regents' Outstanding Teaching Award, 2009: The Texas Exes Teaching Award, 2005/2004/2000: Who's Who Among America's Teachers (9th, 8th, 6th Editions), 2001: The Harry H. Ransom Award for Teaching Excellence in Liberal Arts		

French & Italian**Hervé Picherit****Assistant Professor**

Appointment:	2012 Tenure-Eligible		
Education:	2008 Ph.D., Stanford University, French		
Academic Experience:	Assistant Professor, French and Italian, The University of Texas at Austin 2012- present, Faculty Affiliate, Center for European Studies 2012- present, Assistant Professor, Department of Modern and Classical Languages, University of Wyoming, Laramie, WY 2008 - 2012		
Overseas Experience:	Conference presentations in France (2009, 2014, 2016). Conference presentation in England (2013)		
Language Proficiency:	French 5, Spanish 1+ Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies:	100%
Relevant Courses:	Vamps, Stars, and the Diva, French New Wave		
# of Courses Since 2014:	4		
Current Research:	French language and literature, 20th and 21st century literature; contemporary French culture, the novel; film studies; images of France and French identity in literature and film; the avant-garde; fiction theory; artistic and cultural influence across media; literary representations of the "self,"; literary		
Recent Sample Publications:	Books Picherit, H. G. (2016). <i>Le Livre des écorchés: Proust, Céline et la Grande Guerre</i> . Paris, France: CNRS Éditions. 365 pp. Peer-Reviewed Journal Articles, Picherit, H. G., A War of Sensibilities: Recovering Henri Barbot's Paris en feu (Ignis ardens). <i>Journal of Modern Literature</i> . Picherit, H. G., Making a Modernist Masterpiece: The Elusive Location of Cultural Significance in Les Vampires. <i>Modernism/Modernity</i> . Picherit, H. G., Ubu roi, Cyrano de Bergerac et l'Affaire Barrès: La trame intertextuelle d'une révolution avant-garde. <i>Modern Language Notes</i> . 11,200 words. Picherit, H. G. (2017). No Price Above Pearls: The Avant-Garde Economy of Georges Hugnet's and Henri d'Ursel's La Perle. <i>Dada/Surrealism</i> , 21(1), n. pag. Web. http://ir.uiowa.edu/cgi/viewcontent.cgi?article=1322&context=dadasur Picherit, H. G. (2017)		
# of Recent Publications:	3		
Dissertations/Theses Supervised in Past Five Years:	9		
Distinctions:	2016: Josefina Paredes Endowed Teaching Award from the UT College of Liberal Arts, 2009: Thumbs Up Award, University of Wyoming		

French & Italian**Guy Raffa****Associate Professor**

Appointment:	1991 Tenured		
Education:	1991 Ph.D., Indiana University, Italian		
Academic Experience:	1999-present: Associate Prof, 1992-1999: Assistant Prof, 1991-1992: Lecturer		
Overseas Experience:	Research in Italy (1997), Teaching in Italy (1999), Research and invited lecture in England (2000)		
Language Proficiency:	Italian 4 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies:	100%
Relevant Courses:	Introduction to European Studies, Dante, Italian Civilization, Italian Literature survey		
# of Courses Since 2014:	3		
Current Research:	Dante Studies, Italian cultural history, 20-21st century Italian literature		
Recent Sample Publications:	"Fragments of Freedom: Dante's Relic in the Re-United States," <i>California Italian Studies</i> 6.1 (2016); "What Rod Dreher Ought to Know about Dante and Same-Sex Love," <i>Electronic Bulletin of the Dante Society of America</i> (2015); "Bones of Content: Ravenna's and Florence's Claims to Dante's Remains," <i>Italica</i> 92.3 (2015); "Calvino's Scientific Humanism," <i>Approaches to Teaching the Works of Italo Calvino</i> , ed. Franco Ricci. New York: <i>Modern Language Association</i> (2013); "George Washington in Cambridge and the Birth of a Nation," <i>Process: A Blog for American History. Organization of American Historians</i> (2017)		
# of Recent Publications:			
Dissertations/Theses Supervised in Past Five Years:	2		
Distinctions:	2017 College of Liberal Arts Nominee, Academy of Distinguished Teachers, 2016 College of Liberal Arts Nominee, Academy of Distinguished Teachers, 2014 Creative Student Engagement Award, School of Undergraduate Studies, 2012 National Endowment for the Humanities Fellowship, 2011-12 American Council of Learned Societies Fellowship		

French & Italian**Cinzia Russi****Associate Professor**

Appointment:	2018 Tenured		
Education:	2003 Ph.D., University of Washington, Linguistics		
Academic Experience:	2010-Present, Associate Professor; 2004-2010, Assistant Professor		
Overseas Experience:	Conference Presentations: Switzerland, Italy (2017); Finland (2013); Sweden, UK (2012); Spain, Japan (2011); Spain, Poland, The Netherlands (2010); UK, Belgium, Estonia, Italy (2008); Italy (2006)		
Language Proficiency:	Italian 5, English 4 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies:	100%
Relevant Courses:	Italian television advertising: Fashion, food, cars		
# of Courses Since 2014:	3		
Current Research:	Historical (socio-)linguistics, grammaticalization, diachronic morphology and morphosyntax, language variation, Italian dialects, comparative Romance linguistics, Cognitive Grammar		
Recent Sample Publications:	Aski, Janice and Cinzia Russi. 2015. <i>Iconicity and analogy in language change: The development of double object clitic clusters from medieval Florentine to modern Italian</i> . [Studies in Language Change 13]. Berlin/New York: Mouton de Gruyter; Russi, Cinzia (ed.). 2016. <i>Current issues in historical sociolinguistics</i> . Warsaw/Berlin: De Gruyter Open; Russi, Cinzia. 2016. Introduction. <i>Current issues in historical sociolinguistics</i> , ed. by Cinzia Russi, 1-18. Warsaw/Berlin: De Gruyter Open; Russi, Cinzia. 2014. The grammaticalization of nom...ò in the Eastern Abruzzese dialect Ortonese. From indefinite pronoun to inflectional marker? <i>Grammaticalization: Theory and Data</i> , ed. by Sylvie Hancil and and Ekkehard Köpcke, 157-180. Amsterdam/Philadelphia: John Benjamins		
# of Recent Publications:			
Dissertations/Theses Supervised in Past Five Years:	3		
Distinctions:			

French & Italian

Alexandra Wettlaufer

Professor

Appointment:	1992 Tenured	
Education:	1993 Ph.D., Columbia University, Comparative Literature	
Academic Experience:	2017- Director, Plan II Honors Program, University of Texas at Austin, Hayden W. Head Regents Chair in Plan II Honors, Stuart Stedman Director's Chair in Plan II Honors; 2012- Professor of French and Comparative Literature, Women's and Gender Studies, Affiliate, European Studies Core Faculty,	
Overseas Experience:	1988: Research Fellow, Reid Hall Graduate Research Institute, Paris; 1996: Bourse Marandon for Research in France; 1996: ACLS Fellowship, research in Paris; 2003: Sabbatical leave for research in France; 2007; 2010; 2012: Summer Research in France and Britain; 2014-15: Guggenheim Fellowship, spent doing research in Paris and London	
Language Proficiency:	French 4+, Italian 2+, German, 1+, Spanish 1+ Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Fictions of the Self and Other: Masterworks of French Literature	
# of Courses Since 2014:	3	
Current Research:	19th-century French and British literature and culture; gender studies; interdisciplinary studies in literature and the visual arts	
Recent Sample Publications:	2018 : "Absent Presence: Reading Other Artists in Baudelaire's Critical Essays," <i>L'Esprit Créateur</i> 58.1 (Spring 2018): 114-29; 2017 : "George Sand, George Eliot, and the Politics of Difference," <i>Romantic Review</i> 107 (2017): 75-100; 2016: "Sand's Pastoral Novels and/as Lieux de mémoire," <i>George Sand Studies</i> 33-34 (2014-15): 61-75; 2015: "Paintings of Modern Life: Representing Modernity in Balzac, Baudelaire, Zola, and Caillebotte," <i>Catalogue essay for Gustave Caillebotte: The Painter's Eye exhibition</i> , National Gallery of Art, Washington. Chicago: U of Chicago Press, 2015. 70-83; 2013: "From Metaphor to Metamorphosis: Visual/Verbal Word Play and the Aesthetics of Modernity in Grandville's Caricature," <i>Word & Image: A Journal of Verbal/Visual Enquiry</i> 29.3 (2013): 456-86; 2013: "Sand and Nadar: Portraiture, Performance, and the Art of Photography," <i>George Sand Studies</i> 31 (2012/13): 83-108. 2013: "Angélique Arnaud," <i>Dictionnaire des femmes créatrices</i> , ed. Béatrice Didier, Paris: Editions des femmes, 2013	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	13 (8 dissertations; 2 MAs; 4 Undergraduate Honors Theses)	
Distinctions:	2016: Visiting International Academic Fellowship, Exeter University, UK 2015-16: Raymond Dickson Centennial Endowed Teaching Fellowship 2014-15: Guggenheim Fellowship 2013-14: Liberal Arts Council Endowed Teaching Award 2013-15: Humanities Research Fellowship, UT Austin 2013: College Research Fellowship Special Service Award 2012: Phi Beta Kappa Distinction in Teaching Award, Second Runner-up	

Germanic Studies

Katherine Arens

Professor

Appointment:	1980 Tenured	
Education:	1980 Ph.D., Stanford University, German Studies and Humanities Special Programs	
Academic Experience:	1993-date: Professor, University of Texas at Austin, Germanic Studies, 1986-93: Associate Professor, U of Texas at Austin, Dept. of Germanic Languages, 1980-86: Assistant Professor, U of Texas at Austin, Dept of Germanic Languages	
Overseas Experience:	Conferene Presentations: Germany (2013 & 2016), Austria (2016 [twice]), France (2012) Research Trips : (1-2 weeks each): 2014, 2017	
Language Proficiency:	German 4+, French 2+, Middle High German 3, Latin 1+ Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Intro to European Studies , Made in Germany, Grown in the US: When Scholars Turn Exiles", Exhibitionism!/: Public Spectacles, World Fairs, Museums, and More in Northern & Central Europe, Squaring the Vienna Circle	
# of Courses Since 2014:	5	
Current Research:	Germanophone and Central European, Cultural and Intellectual history, 1740-today; European/US/ UK intellectual relationships	
Recent Sample Publications:	PUBLICATIONS: BOOKS 2015 <i>Vienna's Dreams of Europe: Thinking Beyond the Nation State</i> . London & New York: Bloomsbury; (October) 2015 <i>Belle Necropolis: Ghosts of Imperial Vienna</i> . New York: Peter Lang (January) PUBLICATIONS: CHAPTERS/PROCEEDINGS (•• = peer reviewed) ••"Danube Limes: The Limits of the Geographic-Cultural Imaginary." In: <i>Watersheds: Poetics and Politics of the Danube River</i> . Eds. Marijeta Bozovic and Matthew D. Miller. Brighton, MA: Academic Studies Press, 2016. 1-24 (May) ••"Ein universitärer Vielvölkerstaat: Die Universität Wien in Textbildern." IN: Reichweiten und Ausblicke: Die Universität Wien als Schnittstelle wissenschaftlicher Entwicklungen und gesellschaftlicher Umbrüche. Eds. Margarete Grandner and Thomas König. Vienna: V&R unipress/Vienna University Press, 2015	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	6 dissertations completed (5 in progress); 2 MA	
Distinctions:	2017 Honorary Member, American Association of Teachers of German (elected by association board on national nomination), 2016-17 Botstiber Institute for Austrian-American Studies Grant, 2016 Book Prize (Honorable Mention), Center for Austrian Studies (Minneapolis), for Vienna's Dreams of Europe: Thinking Beyond the Nation State. New York: Bloomsbury, 2015 2011 Elected Member, European Academy of Sciences and Arts, 2010-11	

Germanic Studies

Kirsten Belgium

Associate Professor

Appointment:	1989 Tenured	
Education:	1989 Ph.D., University of Wisconsin at Madison	
Academic Experience:	2014 Interim Chair, Department of Germanic Studies, University of Texas at Austin, 2006-2008 Interim Director, Center for European Studies, University of Texas at Austin, 2001-2005 Chair, Department of Germanic Studies, University of Texas at Austin, 1996-present Associate	
Overseas Experience:	Conference presentation in Germany (2017, 2013, 2009, 2007, 2002), conference presentation in Ireland (2012); Resident director of summer program in Germany (2017, 2001); Faculty instructor of Maymester course in Germany (2005, 2009); Research in Germany (2007, 2008, 2009, 2012, 2013, 2015)	
Language Proficiency:	German 4+, French 2, Portuguese 1+ Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 95%
Relevant Courses:	History of German Nationalism, European Travel Writing	
# of Courses Since 2014:	4	
Current Research:	19th-century German literature and culture, realism, popular culture, nationalism, visual cultural studies, press and periodical literature	
Recent Sample Publications:	Submitted: "Mapping Travel Writing: A DH-Project to Visualise Change in 19th-century Published Travel Texts" to <i>Studies in Travel Writing</i> "Visualizing the World in Meyer's Universum," forthcoming in <i>Colloquia Germanica</i> (2018); "Using Contexts to Connect: A View from the Collegiate Level," <i>Unterrichtspraxis</i> 50:2 (2017): 184-197; "Popularizing the World: Karl André's Globus," <i>Colloquia Germanica</i> 46:3 (2013) [August 2016]: 245-265; "The Culture of Borrowing: Transnational Influence in Travel Writing around 1800," <i>Studies in Travel Writing</i> 19:1 (February 2015): 1-14; "Accidental Encounter: Why John Quincy Adams Translated German Culture for Americans," <i>Early American Studies</i> 13:1 (Winter 2015): 209-236; "Censorship and Piracy: Publication and State Control in Early Nineteenth-Century Germany." <i>Censorship and Exile</i> . Ed. Johanna Hartmann and Hubert Zapf. Göttingen: V&R unipress, 2015	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	2 PhD: Jessica Plummer, December 2016; Holly Bringing, May 2016; 1 MA - Matthew Anderson, May 2014	
Distinctions:	2017 - Professional Development Award – Texas Language Center (\$1,100) 2016 - UT Faculty Research Assignment, fall semester 2015 - Mitchell-Coop Undergraduate Research Award Advisor (\$1000 to department) 2013 - Award for Distinction in Teaching, Phi Beta Kappa, Alpha of Texas Chapter (\$500 [student nomination])	

Germanic Studies

Hans C. Boas

Professor

Appointment:	2001 Tenured	
Education:	2000 Ph.D., University of North Carolina at Chapel Hill, Linguistics	
Academic Experience:	2001-2006 Ass. Professor, 2007-2011 Assoc. Professor, 2012-present Professor	
Overseas Experience:	Conference presentations in Germany, Belgium, France, Czech Republic, Spain, Switzerland, Sweden, Norway, Finland, Austria, Australia, Japan, China (2001 - present), Humboldt fellowship for experienced researchers for research at the Humboldt University in Berlin, Germany (4 summers, 2011-2014)	
Language Proficiency:	German 5, English 4+, French 3 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	Introduction to Synchronic Linguistics; Introduction to German Linguistics; The Structure of German; Language and Society in German-speaking Countries	
# of Courses Since 2014:	7	
Current Research:	Linguistics: lexical semantics, syntax, computational lexicography, language documentation, language contact, language ideology, language policy, language variation, historical linguistics	
Recent Sample Publications:	2017a. Boas, Hans C. Computational Resources: FrameNet and Constructicon. In B. Dancygier (ed.), <i>The Cambridge Handbook of Cognitive Linguistics</i> . Cambridge: Cambridge University Press. 549-573. 2017b. Boas, Hans C. and Matthias Fingerhuth. "I am proud of my language but I speak it less and less!" – Der Einfluss von Spracheinstellungen und Sprachgebrauch auf den Spracherhalt von Heritage-Sprechern des Texasdeutschen. In <i>Linguistische Berichte</i> 249, 95-121. 2016. Boas, Hans C., Dux, Ryan, and Alexander Ziem. Frames and constructions in an online learner's dictionary of German. In S. De Knop and Gaetanelle Guilquin (eds.), <i>Applied Construction Grammar</i> , 303-326. Berlin/Boston: de Gruyter. 2015. Boas, Hans C. Linguistic Splits along religious lines: The role of language maintenance among Catholics and Lutherans in Texas. In: P. Rosenberg, K. Jungbluth, and D. Zinkhahn Rhobodes (eds.), <i>Linguistic Constructions of Ethnic Borders</i>	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	Five dissertations	
Distinctions:	NEH fellowship. 2005; Hugo-Moser Prize for Germanic Linguistics. Institute of the German Language, Mannheim, 2007; Leonard Bloomfield Book Award, Linguistic Society of America, 2011; Humboldt fellowship for experienced researchers, Humboldt Foundation, 2011	

Germanic Studies

Pascale Bos

Associate Professor

Appointment:	1998 Tenured	
Education:	1998 Ph.D., University of Minnesota Twin Cities, Comparative Literature	
Academic Experience:	2005-date Associate Professor Netherlandic and Germanic Studies, Department of Germanic Studies, affiliated faculty member in Comparative Literature and European Studies, Programs, and Schusterman Center for Jewish Studies, Humanities Institute Associate, and zero-percent appointment in Women's	
Overseas Experience:	Conference presentations in Copenhagen Denmark (2017), Utrecht, Netherlands (2017), Coimbra Portugal (2017), Den Haag The Netherlands (2016), Hamburg (2015) London (2014, Calgary (2014), Paris (2012), Coimbra (2011) Hamburg (2010), Hamburg (2008), Part of International Working Group "SVAC" (Sexual Violence in Armed Conflict) based at the Hamburg Institute for Social Research	
Language Proficiency:	Dutch 5, English 4+, German 3+, French 2 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 75%
Relevant Courses:	Intro to EUS, Dutch Culture in International Perspective, Holocaust Aftereffects	
# of Courses Since 2014:	3	
Current Research:	Holocaust and Genocide Studies, Memory Studies, Gender Studies, Sexual Violence in Armed Conflict, Comparative Literature and Cultural Studies, Dutch language and literature, German literature and culture	
Recent Sample Publications:	"Sexual Violence in Ka-Tzetnik's House of Dolls" in: <i>Holocaust History and the Readings of Ka-Tzetnik</i> . Ed. Annette F. Timm, with the assistance of David Tall (London: Bloomsbury Publishing, 2018). (28 pages, 15,370 words) "Empathy, Sympathy, Simulation? Resisting a Holocaust Pedagogy of Identification." Review of Education, Pedagogy, and Cultural Studies. 36.5 (2014) 403-421. "The Holocaust and Gender." <i>Women of Central and Eastern Europe in the WWII: Gendered Experiences in Times of Extreme Violence</i> . (in Ukrainian) eds. Gelinda Grinchenko, Kateryna Kobchenko, and Oksana Kis. Kyiv, Ukraine, April 2015. Паскаль Р. Бос. "Гендер та Голокост." Жінки Центральної та Східної Європи у Другій світовій війні : Гендерна специфіка досвіду в часи екстремального насильства : 3б. наук. статей / за наук. ред. Гелінади Грінченко, Катерини Кобченко, Оксани Кісь. – Київ: ТОВ "Арт-книга", 2015	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	1 MA, 1 PhD	
Distinctions:	2015 Fall Semester Faculty Research Assignment 2014-16 Humanities Research Assignment 3 year research support	

Germanic Studies

Rikke Platz Cortsen

Lecturer

Appointment:	2016	
Education:	Ph.D., Comparative Literature and Modern Culture, University of Copenhagen	
Academic Experience:	Current- Sep 2016- Lecturer in Danish, Department of Germanic studies, University of Texas; Aug 2016 - Jan 2014: Post Doc Scholar, Department of Arts and Cultural Studies, University of Copenhagen; Dec 2013 - Sep 2013 External lecturer, Department of Arts and Cultural Studies, University of	
Overseas Experience:	Conferences in Denmark (2016+2015), Finland (2015, 2013), France (2015, 2014), UK (2013,2011,2010, 2009, 2008), Germany (2012), Norway (2011), Sweden (2009); Research stay in Finland (2015) and Norway (2015); Ph.D education and post doc experience in Denmark	
Language Proficiency:	Danish 5, French 2, German 2, Swedish and Norwegian 2, Finnish 1 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	"Introduction to Northern Europe" "Northern European Comics" "Contemporary Scandinavian Stories" "H.C. Andersen's Tales" "First Year Accelerated Danish" "Second Year Accelerated Danish"	
# of Courses Since 2014:	3	
Current Research:	Comics and Graphic Novels, Nordic culture, literature and cultural theory, theories of place	
Recent Sample Publications:	Peer reviewed articles: "Aesthetics of Black Metal in Nordic Comics" in <i>Danish Musicology Online</i> vol. 8 2016-2017; "Kverneland og Fiske på sporet: Re-tracing som værktøj for kunstnerbiografien i tegneserier" in <i>Kunst og Kultur</i> 4/2017 (volume 100); "Sagprosa i tegneserieform – en præsentation af informationstegneseriers status, værdi og didaktiske potentiale" in <i>Sagprosa</i> vol. 8, nr. 2, 2016 (co-authored with Ralf Kauranen); "New Nordic comics a question of promotion?" in <i>Journal of Aesthetics and Culture</i> Vol. 8, 2016; "Tegneserier, tegneserier, tegneserier!" in <i>Dansk Noter</i> , 3/2016; "Stockholm/Copenhagen/Oslo: Translation and Sense of Place in Martin Kellerman's Comic Strip Rocky" in <i>Scandinavian Journal of Comic Art (SJoCA)</i> vol. 2:1, 2015	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	BA theses (14) MA theses (10)	
Distinctions:	2017 Foreign Language Teaching Excellence Award, the Texas Language Center, College of Liberal Arts, The University of Texas at Austin	

Germanic Studies**Kirkland Fulk****Assistant Professor**

Appointment:	2013 Tenure-Eligible	
Education:	Ph.D., University of North Carolina at Chapel Hill	
Academic Experience:	2013-2014: Lecturer; 2014-Present: Asst. Professor	
Overseas Experience:	Fulbright Dissertation Fellowship: Kiel, Germany 2011-2012; Conference Presentation in Bremen, Germany 2014	
Language Proficiency:	German 4, French 1 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Introduction to European Studies, Postwar German Protest and Social Movements	
# of Courses Since 2014:	2	
Current Research:	Post-1945 German literature and cultural studies	
Recent Sample Publications:	Refereed Articles "Ohne Musik ist alles Leben ein Irrtum: Alexander Kluge, Techno, and the Proletarian Counterpublic Sphere." <i>The Germanic Review</i> 92.3 (July 2017), pp. 245-263. "'Ziffern im Schein der Wunderlampe': Neoliberal and Neocolonial Fictions in Dieter Kühn's Und der Sultan von Oman." <i>Seminar: A Journal of Germanic Studies</i> 53.2 (May 2017), pp. 118-137. "Through the Wormhole with Karl Marx: Science Fiction, Utopia, and the Future of Marxism in P.M.'s Weltgeist Superstar." <i>The German Quarterly</i> 90.1 (February 2017), pp. 55-70. "From Outer Space to the Circus Tent: Science Fiction and the Problems of '68 in Alexander Kluge's 'Die Ungläubige'." <i>Textpraxis: Digitales Journal für Philologie</i> 7 (November 2013)	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:	Summer Research Assignment - 2015; College Research Fellowship - Fall 2016	

Germanic Studies**Itzik Gottesman****Senior Lecturer**

Appointment:	2014 Lecturer	
Education:	1993 Ph.D., University of Pennsylvania,	
Academic Experience:	2014- Present: Senior Lecturer, University of Texas at Austin; 2000 - 2013: Associate Editor, Yiddish Forward Newspaper, New York; 2012/2013: Faculty, YIVO-Bard College Winter Program on Ashkenazi Civilization.	
Overseas Experience:	Lectures in Switzerland, Vienna, London, Scotland and Germany	
Language Proficiency:	4+ Yiddish Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Jews of Eastern Europe: An Intellectual History, Approaches to Folk Literature: The Folktale, Yiddish Literature: A Survey in Translation, Introduction to Yiddish Language, Culture and Literature	
# of Courses Since 2014:	5	
Current Research:	Yiddish Language and Culture	
Recent Sample Publications:	<i>Defining the Yiddish Nation: The Yiddish Folklorists of Poland</i> , Wayne State University Press, 2003; "The Folkshuln of America" (Book review), <i>International Journal of the Sociology of Language</i> , no. 226, 2014; "Yiddish Folk Laments (in Yiddish), YIVO-Bleter, new series, Volume 4, 2003; "The Yiddish Bruklin-Bronzvil Post A Neighborhood Paper and Its Neighborhood", in Yiddish, volume 13, no. 2-3, 2003	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:		
Distinctions:	YIVO Doctoral Fellowship 1987, Koret Jewish Studies Publication Program Awarded for the publication of the book <i>Defining the Yiddish Nation: The Jewish Folklorists of Poland</i> 2003	

Germanic Studies**Sabine Hake****Professor**

Appointment:	2014 Tenured	
Education:	1984 Ph.D., University of Hannover, German Literature	
Academic Experience:	2004-present Professor and Texas Chair of German Literature and Culture, Department of Germanic Studies, University of Texas at Austin, with courtesy appointments in Comparative Literature, and Women, and Gender Studies, 1995-2004 Professor of German and Film Studies, with adjunct appointment in	
Overseas Experience:	2015-6 EURIAS and Marie Curie Fellow of the European Union, Freiburg Institute for Advanced Studies, 2008, Europa-University Viadrina, Frankfurt/Oder, Cultural Studies 1991, University of Augsburg, German Department 1984, PhD (magna cum laude) in German Literature, University of Hannover, Germany	
Language Proficiency:	German, Native speaker 5 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Film and Fascism; Berlin, World City; Bertolt Brecht; Survey of German Literature: Nationalism to the Present; Culture of the Metropolis: Berlin; Film and History	
# of Courses Since 2014:	4	
Current Research:	Nineteenth-century and twentieth-century German culture; German film and visual media; working-class culture	
Recent Sample Publications:	2017 <i>The Proletarian Dream: Socialism, Culture, and Emotion in Germany, 1863–1933</i> , Berlin: De Gruyter; 2015 “The Münchhausen Complex: From Adaptation to Intermediality,” <i>ILCEA (Revue de l’Institut des langues et cultures d’Europe et d’Amérique)</i> 23 (July 2015); 2013 “Contemporary German Film Studies in Ten Points,” <i>German Studies Review</i> 36.3: 643-51; 2013 “German Cinema as European Cinema: Learning from Film History,” <i>Film History</i> 25.1-2: 110-17	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:		
Distinctions:	2012, 2008, 2003: DAAD Faculty Research Visit; 2010-11: National Humanities Center Fellowship; 2010: Rice University Humanities Research Center Fellowship; 2004: Fulbright German Studies Seminar; 2004: Rockefeller Residency Bellagio; 2003-04: National Endowment for the Humanities Fellowship	

Germanic Studies**Peter Hess****Associate Professor**

Appointment:	1987 Tenured	
Education:	1984 Ph.D., University of Michigan, German Literature	
Academic Experience:	1987-92: Assistant Professor, 1992-Present: Associate Professor, 2004-05: Interim Director, Center for European Studies, UT Austin.	
Overseas Experience:	BA in German, French, and History, Universität Zürich, Switzerland (1977); Würzburg Summer Program, UT Austin (1992-95, 2000, 20002, 2004, 2008)	
Language Proficiency:	German 5, French 4, Spanish 4, Latin 3+ Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Historical Backgrounds of German Civilization; German Literature, Beginning-Baroque; German Literature, Enlightenment-Present; German Literature and Culture	
# of Courses Since 2014:	4	
Current Research:	Early modern German and European literary and cultural history (1450 to 1750), early modern gender issues, politics	
Recent Sample Publications:	“Small-Country Soccer and the Integration Debate: The Case of Switzerland,” <i>Soccer & Society</i> 15:3 (2014): 334-352; “Sprachkrise und Identität: Der Deutsche Michel als Leseanleitung für den Simplicissimus-Roman,” <i>Simpliciana. Schriften der Grimmelshausen-Gesellschaft</i> 35 (2013): 107-125; <i>Fortress Lilliput: Small Country Nationalism in an Age of Global Competition</i> (with John Hoberman)	
# of Recent Publications:	1	
Dissertations/Theses Supervised in Past Five Years:	1	
Distinctions:	2007: Faculty Research Assignment; 2007: Thyssen Foundation Grant; 1996: Dean’s Fellow; 1991: Summer Research Award, University Research Institute, UT Austin	

Germanic Studies**John Hoberman****Professor**

Appointment:	1985 Tenured		
Education:	1975 Ph.D., University of California, Berkeley, Scandinavian languages and literatures		
Academic Experience:	1992-Present: Professor, 1985-92: Associate Professor, 1979-85: Assistant Professor, Department of Germanic Studies, UT Austin; 1976-79: Assistant Professor, 1975-76: Lecturer, Harvard		
Overseas Experience:	2001-2006: Visiting Researcher, Institut for idræt og biomekanik, Syddansk Universitet (University of Southern Denmark, Odense); semi-annual visits for the purpose of research		
Language Proficiency:	Norwegian 4+, German 4+ Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies:	25%
Relevant Courses:	Introduction to European Studies; Social Dramas of Henrik Ibsen; Advanced Norwegian Language and Culture; Accelerated First Year Norwegian; Second-Year Norwegian; The Tales of Isak Dinesen		
# of Courses Since 2014:	5		
Current Research:	European cultural and intellectual history with special interests in Sportwissenschaft		
Recent Sample Publications:	"Scandinavia and Globalization," SCA 335 (Fall 2013); Age of Globalization (edX MOOC, Sep. 15- Dec. 15); "Think Again: The Olympics," Foreign Policy (July/August 2008); "Medical Racism and the Rhetoric of Exculpation: How Do Physicians Think About Race?" New Literary History 38 (Summer 2007): 505-525		
# of Recent Publications:	0		
Dissertations/Theses Supervised in Past Five Years:	10		
Distinctions:	1994: University Research Institute, Faculty Research Assignment, UT Austin; 1989: University Research Institute Faculty Research Assignment, UT Austin; 1989: University Research Institute Research Grant, UT Austin; 1988: President's Associates Teaching Excellence Award, UT Austin		

Germanic Studies**Smyth Johansson****Lecturer**

Appointment:	2010		
Education:	MA, University of Texas at Austin, Germanic Studies		
Academic Experience:	Smyth is the Swedish Contact and helps coordinate the Scandinavian Film Series at UT Austin		
Overseas Experience:	She is the liaison with the university's study abroad programs at the KTH Royal Institute of Technology, Stockholm University, and Uppsala University		
Language Proficiency:	5 Swedish Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies:	100%
Relevant Courses:	First- and second-year Swedish and ESL		
# of Courses Since 2014:	2		
Current Research:	Language and Culture, Scandinavian Studies, Language Pedagogy, and Second Language Acquisition.		
Recent Sample Publications:			
# of Recent Publications:	0		
Dissertations/Theses Supervised in Past Five Years:			
Distinctions:			

Germanic Studies**Barbara Laubenthal****Associate Professor**

Appointment:	2016 DAAD Adjunct Associate Professor	
Education:		
Academic Experience:	03/2016-08/2016: Interim Professor, University of Konstanz; 2012-2016: Lecturer, University of Konstanz; 2011-2012: Visiting Professor; 2011: Postdoctoral fellow, University of Konstanz; 2006-2011: Lecturer in the Department of Social Sciences, Ruhr University Bochum	
Overseas Experience:	Stays as visiting researcher: 02/2015 Manila, Philippines, in cooperation with Professor Ricardo T. José, Department of History, University of the Philippines Diliman 10/2014 San Jose State University, USA, Department of Sociology and Interdisciplinary Social Sciences 06/2014 Centre Jacques Berque, Rabat, Morocco	
Language Proficiency:	German 5, English 4+, French 3 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 70%
Relevant Courses:	Intro to European Studies, Germany and Migration, Sports and Politics in Germany	
# of Courses Since 2014:	3	
Current Research:	Immigration in Europe; politics of the past in Europe and the US	
Recent Sample Publications:	Books and edited volumes: Laubenthal, B. (2017) (ed.): Labour migration in Europe: Changing policies - changing organizations - changing people (guest editor), special issue of <i>International Migration</i> , 55 (S1), December. Laubenthal, B. (2007): Der Kampf um Legalisierung. Soziale Bewegungen illegaler Migranten in <i>Frankreich, Spanien und der Schweiz (The Battle for Regularization. Social movements by undocumented immigrants in France, Spain and Switzerland)</i> . Frankfurt/Main: Campus-Verlag. Journal articles: Laubenthal, B. (2017): Introduction: Labour Migration in Europe. Changing policies - changing organizations - changing people, in: <i>Labour migration in Europe: Changing policies - changing organizations - changing people</i> (guest editor Barbara Laubenthal), <i>International Migration</i> , 55 (S1), December, 3-11. Laubenthal, B. (2016): Political Institutions and Asylum Policies – The Case of Germany, <i>Psychosociological Issues in Human Resource Management</i> 4(2): 122–144 Laubenthal, B. (2015)	
# of Recent Publications:	5	
Dissertations/Theses Supervised in Past Five Years:	At the University of Konstanz, Germany: 25 BA theses, 7 MA theses	
Distinctions:	2012: Research grant by German Research Foundation	

Germanic Studies**Marc Pierce****Associate Professor**

Appointment:	2018 Tenured	
Education:	2002 Ph.D., University of Michigan	
Academic Experience:	2002-2005, Lecturer, University of Michigan; 2005-2006, Visiting Assistant Professor, University of Texas at Austin; 2006-2007, Lecturer, University of Michigan; 2007-2013, Assistant Professor, University of Texas at Austin; 2013- present, Associate Professor, University of Texas at Austin	
Overseas Experience:	1991-1994: Study abroad, employment, and volunteer work in Germany; 1998-1999: Study abroad in Sweden (dissertation research); Also numerous research trips, conference presentations, personal visits, and seminars in Germany, Finland, Sweden, Denmark, Estonia, Switzerland, Iceland, Ireland, the UK, Portugal, France, 1994- present	
Language Proficiency:	German 4, Swedish 1-2 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 75%
Relevant Courses:	Grimms' Fairy Tales, Structure of German Language, Advanced German Grammar	
# of Courses Since 2014:	3	
Current Research:	Germanic linguistics and philology	
Recent Sample Publications:	2017: On Underwears. <i>American Speech</i> 92: 374-376, The Univerbation of helluva. <i>American Speech</i> 92: 100-103; 2016: The Emergence of the Concept of, "Morphologically Conditioned Sound Changes.," <i>Papers in Historical Phonology</i> 1: 250-268; 2015: More on ish. <i>American Speech</i> 90: 394-398, On the Reception of Ernst Ebbinghaus, Work in Gothic Studies. <i>Geschichte der Sprachwissenschaft</i> 25: 99-108, Marc Pierce, Hans C. Boas, and Karen Roesch. The History of Front Rounded Vowels in New Braunschweig German. <i>Germanic heritage languages in North America: Acquisition, Attrition and Change</i> , edited by Janne Bondi Johannessen and Joseph C. Salmons, 117-132. Amsterdam: John Benjamins; 2014: Hans C. Boas, Marc Pierce, and Collin Brown. On the Variability of Texas German as a Complementizer. <i>Sprachtypologie und Universalienforschung, Language Typology and Universals</i>	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	5 (2 PhD dissertations, 3 MA reports)	
Distinctions:	2017-Max Kade Foundation grant in support of Germanic Linguistics Annual Conference 23; 2015- National Endowment for the Humanities Summer Seminar for College and University Teachers, The Irish Sea Cultural Province: Crossroads of Medieval Literature and Languages, directed by Charles McQuarrie 2012 -Fulbright Seminar for American Faculty in German and German Studies	

Germanic Studies**Sandra Ballif Straubhaar****Distinguished Senior Lecturer**

Appointment:	1998 Lecturer	
Education:	1982 Ph.D., Stanford University	
Academic Experience:	1998-2007: Lecturer; 2007-2013: Senior Lecturer; 2013-present: Distinguished Senior Lecturer	
Overseas Experience:	Research in the U.K. (2018) Madeira, Portugal (2017) Research in the Netherlands and Belgium (2017) Conference Presentation in Iceland (2009) Italy (2009) Research in Sweden (2008) Portugal (2008) U.K., Ireland (2008) Guest Lectures in Denmark (2007-8) Research in Denmark (2007-8) Research in Norway (2007) Research in Finland (2007)	
Language Proficiency:	Norwegian 3+, German 3, Icelandic 3, Portuguese 3, Spanish 2+, Swedish 2+, Danish 2 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 90%
Relevant Courses:	Northern European Children's Literature, Introduction to Northern Europe, The Vikings and Their Literature, Viking Language: Runes and Saga, Medieval Women Mystics (Formerly: Birgitta, Hildegard and Margery), Germanic Religion and Mythology, The European Folktale, Alterity and Identity, Monstrosity in the Middle Ages and Beyond	
# of Courses Since 2014:	6	
Current Research:	Northern European languages and literatures, medieval to modern	
Recent Sample Publications:	2018 "The Rare and Elusive 'Green, Great Dragon.'" Forthcoming in <i>A Wilderness of Dragons: Festschrift in Honor of Verlyn Flieger</i> , ed. John Rateliff. Wayzata, Minnesota: Gabbro Head Press, 2018. 2018 "Hervör, Hervard, Hervik: The Metamorphosis of a Shieldmaiden." <i>Ballads of the North, Medieval to Modern: Essays in Memory of Larry Syndergaard</i> , ed. Sandra Ballif Straubhaar and Richard Firth Green. Kalamazoo: Western Michigan University Press, 2018. 2017 Book Review: Franz Rickaby, Gretchen Dykstra and James P. Leary (eds.), <i>Pinery Boys: Songs and Songcatching in the Lumberjack Era</i> (Madison: University of Wisconsin Press, 2017). <i>Yearbook of German-American Studies</i> 52 (2017)	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	Member of 4 dissertation committees, 2 thesis committees	
Distinctions:	2010- Featured Instructor, Texas Language Center website, University of Texas at Austin	

Germanic Studies**Vincent Vanderheijden****Lecturer**

Appointment:	2011	
Education:	2011 Ph.D., University of Texas at Austin, Applied Linguistics	
Academic Experience:	2011- Present: Lecturer of German and Dutch; 2005-2011: Instructor of German and Dutch	
Overseas Experience:	Presentations in the Netherlands and Germany	
Language Proficiency:	Dutch 4+, German 4+ Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	German and Dutch	
# of Courses Since 2014:	4	
Current Research:	Foreign Language Pedagogy; Inter- and Transcultural Communicative Competence; Instructional Design and Curricular Development; Language Teacher Professional Development	
Recent Sample Publications:	VanderHeijden, V. (2010). "Is that English I hear over there?" Rethinking the Prohibition on L1,"Chapter 9: Was ist deutsch?" in Abrams, Z. I., et al. (2008). <i>Deutsch im Blick. Language Learning</i>	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:	1	
Distinctions:	Grants from European Studies Consortium, University of Minnesota, Zomercursus Nederlandse Taal und Cultuur, and Nederlandse Taalunie, Zeist, the Netherlands	

Germanic Studies**Lynn R. Wilkinson****Associate Professor**

Appointment:	1996 Tenured	
Education:	1983 Ph.D., University of California, Berkeley, Comparative Literature	
Academic Experience:	1996- Associate Professor Germanic Studies, University of Texas, Comparative Literature, and Austin Women's & Gender Studies (2001-). Affiliate of European Studies (2007-), French Studies (2009-), and Texas Language Center (2009-). 2007-2009 Professor (50% time)	
Overseas Experience:	2007-2009 Professor (50% time) Humanities/School of Education, Mälardalen University, Västerås & Eskilstuna, Sweden Academy/School of Education, Culture, and Communication In residence Spring 2007 and 2008; Fall 2009 Spring 2018 Fellow, American Scandinavian Foundation Research in Copenhagen, Denmark 2002-2003	
Language Proficiency:	Swedish 4+, French 4, German 2, Old Icelandic 2, Italian 0+, Russian 0+ Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	The Films of Ingmar Bergman, Scandinavian Cinema since 1980, Women Filmmakers in Northern and Central Europe, Simone de Beauvoir and Hannah Arendt	
# of Courses Since 2014:	4	
Current Research:	European Literatures and Cultures 1789-1925 with particular emphases on Scandinavia and France, Scandinavian Film	
Recent Sample Publications:	Article in Peer-Reviewed Journals: "From Comparative Literature to Cultural Renewal: Georg Brandes's 1872 Introduction to Main Currents in Nineteenth Century Literature." Introduction to <i>Georg Brandes. Introduction. Émigré Literature. Vol. 1 of Main Currents of Nineteenth-Century Literature. Lectures Held at the University of Copenhagen</i> in Fall, 1871. Translation of Georg Brandes. <i>Indledning. Emigrantlitteratur. Hovedstrømninger i det 19de Aarhundredets Litteratur. Forelæsinger holdte ved Københavns Universitet i Efteraarshalvaaret 1871</i> . Copenhagen: Gyldendal, 1872. 7-28. Trans. Lynn R. Wilkinson. "Criticism in Translation." <i>PMLA</i> 132:3 (2017): 696-698. Translation Georg Brandes. Introduction. <i>The Literature of the Émigrés. Vol. 1 of Main Currents of Nineteenth Century Literature. Translation of Indledning. Emigrantlitteraturen. Hovedstrømninger i det 19de Aarhundredes Litteratur. Forelæsinger holdte ved Københavns Universitet i Efteraarshalvaaret 1871</i> . Copenhagen: Gyldendal, 1872	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	1	
Distinctions:	UT Faculty Research Assignment Fall 1997, Danish Institute for Advanced Studies in the Humanities 2002-2003, UT Dean's Fellowship Fall 2005, UT Humanities Institute Fellowship Fall 2012, UT College of Liberal Arts Humanities Research Award 2012-2014, UT College Research Award Fall 2017, American Scandinavian Research Fellowship Spring 2018, UT College Research Supplement Spring 2018	

Middle Eastern Studies**Jeannette Okur****Lecturer**

Appointment:	2010	
Education:	2007 Ph.D., Ankara University, German Language and Literature	
Academic Experience:	Lecturer in Middle Eastern Studies and Turkish Program Coordinator: 2010-Present	
Overseas Experience:	• Fulbright Scholar at Karl-Franzens-Universität in Graz, Austria (1992-93) • Austrian Teaching Certificate in "Deutsch als Fremdsprache" (German as a Foreign Language) at Karl-Franzens-Universität, Graz, Austria (1995) • Coordinated a German high school group's three-week stay in Belmont, MA, and Belmont High School's study abroad program in Bonn, Germany (1998-1999)	
Language Proficiency:	Modern Turkish 3+, Ottoman Turkish 1+, German - 2+, French 1+ Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	From Guest Worker to Transnational Citizen: The Case of the Turks in Europe	
# of Courses Since 2014:	1	
Current Research:	Methods of teaching in the foreign language classroom; methods of teaching critical reading and listening skills in the foreign language classroom, Culture-focused, interdisciplinary approaches to teaching literature and film; contemporary transnational/exile literature; 20th/21st century Turkish literature	
Recent Sample Publications:	"Grape-Gatherers and Goat Herders: The Portrayal of Anatolian Village Women's Interaction with the Natural Environment in Contemporary Turkish Film". In: <i>Animals, Plants, Landscapes: An Ecology of Turkish Literature</i> , eds. Hande Gürses and Irmak Ertuna Howison. Routledge, fall 2018	
# of Recent Publications:	1	
Dissertations/Theses Supervised in Past Five Years:	5	
Distinctions:	• University of Texas at Austin Curriculum Innovation Grant Recipient (2015) • Texas Language Center's 2015 Foreign Language Teaching Excellence Award (2015) • UT Center for Russian, East European and Eurasian Studies Course Development Grant Recipient (2015) • University of Texas at Austin, Texas Language Center Foreign Language Educator Professional Development Award (2013)	

Slavic & Eurasian Studies

Vladislav Beronja

Assistant Professor

Appointment:	2016 Tenure-Eligible	
Education:	PhD, University of Michigan, Ann Arbor	
Academic Experience:	2014-2015 Visiting Instructor, University of Michigan, Ann Arbor 2016-present Assistant Professor, University of Texas at Austin	
Overseas Experience:	Conference Presentations in the Netherlands (2017), Slovenia (2016), Croatia (2015)	
Language Proficiency:	Bosnian-Serbian-Croatian 5, French 1+, Russian 2 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 70%
Relevant Courses:	War in Comics and Photography, Punks and Divas in Southeastern Europe	
# of Courses Since 2014:	2	
Current Research:	Literature and visual culture in 20th and 21st century Southeastern Europe; memory and trauma studies; queer theory; literature of exile and immigration	
Recent Sample Publications:	"Post-Yugoslav Constellations: Archive, Memory, and Trauma" in <i>Bosnian, Croatian Literature and Culture, Media and Cultural Memory Series</i> , Walter DeGruyter, Berlin, 2016	
# of Recent Publications:	1	
Dissertations/Theses Supervised in Past Five Years:	4	
Distinctions:	2017 Faculty Mentoring Award 2014 International Research and Exchange Board (IREX) Individual Research Grant to study the archives of the Croatian Anti-War Campaign 2012-2013 Rackham Graduate School Predoctoral Fellowship, University of Michigan 2011-2012 ACLS Dissertation Fellowship in Eastern European Studies	

Slavic & Eurasian Studies

Thomas J. Garza

Associate Professor

Appointment:	1990 Tenured	
Education:	1987 Ed.D., Harvard University, Foreign Language Education	
Academic Experience:	1996-Present: Associate Professor; 1990-1996: Assistant Professor, University of Texas at Austin, 2002-2009: Director, Center for Russian, EEE Studies; 2004-2009: Chair, Slavic and Eurasian Studies; 2009-present: Director, Texas Language Center; 2015-Present: Interim Director, Arabic Flagship Program	
Overseas Experience:	Language and Culture Workshops for Faculty in Morocco (2017, 2018), Russia (2016, 2014, 2013, 2011, 2010, 2008); Conference Presentation in The Netherlands (2017); Austria (2016); France (2013); Poland (2012); Russia (2013, 2010, 2004, 2006, 1998, 1996, 1991); Great Britain (2006); Armenia (1990), Research in Russia: (annually 1990-Present)	
Language Proficiency:	Russian 4, Spanish 1+, Serbo-Croatian 1, French 1 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	The Vampire in Slavic and East European Culture	
# of Courses Since 2014:	1	
Current Research:	Language teaching methodology/ Applied linguistics/ Contemporary Russian culture/ The Chechen wars and the media/ Post-Soviet youth culture/ Language teaching pedagogy/ Russian popular culture/ Modern Russian language/ Contemporary Russian media	
Recent Sample Publications:	"Making the Standards the standard: World-readiness Standards and the teaching and learning of Russian in the U.S.," <i>The Art of Teaching Russian</i> , Bloomington: Slavica Publishers, 2018, pp. 285-308. <i>Slavic Blood: The Vampire in Russian and East European Cultures. Course Reader</i> . Contributing editor, translator, and compiler. Second edition with on-line supplement San Diego: Cognella Publishers, 2018, 437 pp. "Raise the Flag(ship)! Creating hybrid language programs on the Flagship model," <i>Exploring the U.S. Language Flagship Program: Professional Competence in a Second Language by Graduation</i> Bristol UK: Multilingual Matters, 2016, pp. 224-243. «Славянские вампиры в Техасе: задачи и методы вампироведения» ["Slavic vampires in Texas: Issues and methods of vampire studies"], with Yekaterina Cotey [50% contribution], Библиотечное дело [Library Matter], no. 4 (214), 2014	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	Dissertations: 9 Theses: 18 UG Honors Theses: 6	
Distinctions:	Liberal Arts Student Council Endowed Teaching Award, College of Liberal Arts, University of Texas (2015) • Graduate School Diversity Mentoring Fellowship, University of Texas (2013) • Special Faculty Assignment for Research and Writing of Book Manuscript, College of Liberal Arts, University of Texas (2012) • American Council of Teachers of Russian Service to the Profession Award, American Council of Teachers of Russian (2012)	

Slavic & Eurasian Studies**Bella Bychkova Jordan****Lecturer**

Appointment: 2002 Lecturer

Education: 2002 Ph.D., University of Texas at Austin, Geography

Academic Experience: 2002 - 2008: Lecturer at Department of Geography and the Environment; 2008- Present: Lecturer at Department of Slavic and Eurasian Studies

Overseas Experience: Research in Ukraine (2009); Presentation at the International Geographical Union symposium in Israel (2010); Research in Italy, Malta, Greece (2012); Research in Latvia, Lithuania and Estonia (2015); Research in Cyprus (2016); Research in Russia (2017)

Language Proficiency: Russian 5, Yakut (Sakha) 5, English 4+, German 2, Italian 1+, French 1
Graduate training in language pedagogy and on the job training **Percentage Dedicated To Area Studies:** 85%

Relevant Courses: Cultures and Regions of Europe, Geography of the Religion in Russia and Eastern Europe, Geography of the Former Soviet Union (includes Baltic region), Northern Land Lands and Cultures (includes European north)

of Courses Since 2014: 3

Current Research: Cultural geography, Ethnic geography, Historic geography
Geography of Siberia, Geography of Russia and its Neighbors, Geography of Europe

Recent Sample Publications: Textbook *European Culture Area*, co-authored with Alexander Murphy (2014)

of Recent Publications: 1

Dissertations/Theses Supervised in Past Five Years: 7

Distinctions: Award "In Appreciation" from Services for Students with Disabilities, Office of the Dean of Students, Scholarship for the Baltic trip from CREEES, UT at Austin (2015)

Slavic & Eurasian Studies**Bernadeta Kaminska****Lecturer**

Appointment: 2008 Lecturer

Education: 1988 M.A., Adam Mikiewicz University, Poznan, Poland

Academic Experience: 2008-Present: Lecturer

Overseas Experience:

Language Proficiency: Polish 5, English 4, German 4, Russian 0
Graduate training in language pedagogy and on the job training **Percentage Dedicated To Area Studies:** 100%

Relevant Courses: Polish Lit & Culture In Film, 19th-C Cont Pol Lit/Cul Film

of Courses Since 2014: 2

Current Research: Polish language teaching methodology, development of materials for teaching Polish.19th-C

Recent Sample Publications:

of Recent Publications: 0

Dissertations/Theses Supervised in Past Five Years:

Distinctions: TLC 2018 Faculty Foreign Language Teaching Excellence Award

Slavic & Eurasian Studies

Jason E Roberts

Lecturer

Appointment: 2017

Education: Ph.D., UT Austin, Religious Studies

Academic Experience: Fall 2017- present: Lecturer at UT Austin

Overseas Experience: 1-year research Fulbright in Bucharest, Romania (2006), 1-month curriculum development Fulbright-Hays in Siberia (June-July, 2013), 1-month research fellowship at Sorbian Institute in Bautzen, Germany (Mar, 2014)

Language Proficiency: English 5, German 4, Russian 3; Romanian 3; Spanish 2
Graduate training in language pedagogy and on the job training

Relevant Courses: Magic and Power in Prague Heretics and Freedom Fighters

of Courses Since 2014: 1

Current Research: History of Christianity/Intellectual history of Christian theology - the epistemological impact of inherited categories on subsequent theologies and on subsequent epistemologies

Recent Sample Publications: none

of Recent Publications: 0

Dissertations/Theses Supervised in Past Five Years:

Distinctions:

Percentage Dedicated To Area Studies: 60%

Slavic & Eurasian Studies

Petre Petrov

Assistant Professor

Appointment: 2014

Education: 2006, Ph.D., University of Pittsburgh, Russian Literature

Academic Experience: 2014-Present: Assistant Professor at UT Austin; 2007-2014: Assistant Professor at Princeton University; 2011-2012; Visiting Fellow at American Academy in Rome

Overseas Experience: Conferences and lectures Russia and the UK 1998-Present

Language Proficiency: Bulgarian 5, English 4+, Russian 4+, Bosnian/Croatian/ Serbian 2, Italian 2, French 1, German 1
Graduate training in language pedagogy and on the job training

Relevant Courses: Russian Cinema, Second-Year Polish, Soviet Hero in Lit/Culture, Stalinism: Ideology and Culture

of Courses Since 2014: 2

Current Research: Russian and Western modernism; socialist realism; Stalinist culture; Soviet language and ideology; theory of ideology; Marxism; critical theory

Recent Sample Publications: *Automatic for the Masses: The Death of the Author and the Birth of Socialist Realism* (Toronto University Press, 2015); "Tautology as the Highest Form of Ideology: Reflections on Stalinist Discourse." *Words of Power, the Power of Words: The Twentieth Century Communist Discourse in an International Perspective* (1917-1991); "Modernist Apparitions, or When a Situation Presents Itself." *boundary 2*

of Recent Publications: 2

Dissertations/Theses Supervised in Past Five Years:

Distinctions: Conference Fund Grant from the Princeton Institute for International and Regional Studies for the international conference "Sots-Speak: Regimes of Language under Socialism," 2011 (with Mirjam Fried); Post-Doctoral Fellowship, Humanities Center, University of Pittsburgh, 2009/2010; Graduate Honors Award, University of Pittsburgh, 2005/2006; Ivan Elagin Fellowship, Department of Slavic Languages and Literatures, University of Pittsburgh, 2005/2006

Slavic & Eurasian Studies

Christian Hilchey

Lecturer

Appointment: 2014 Lecturer

Education: Ph.D., University of Chicago

Academic Experience: 2014-Present Lecturer at University of Texas Austin, 2005-2013

Overseas Experience: Fellowships in Slovakia, Coratia, and Prague

Language Proficiency: Czech 3, Russian 2+, Slovak 1, Bosnian/Croatian/Serbian 1, Slovene 1, German 1, French 1
Graduate training in language pedagogy and on the job training **Percentage Dedicated To Area Studies:** 100%

Relevant Courses: Tex Czechs: Cowboys & Kolaches, Czech, 1st - 5th year, Cuisine and Culture of Central and Eastern Europe, Intro to Russian, Eastern European, and Eurasian Studies

of Courses Since 2014: 3

Current Research: Language pedagogy, Czech instructional material development, Texas Czech communities, food culture, Czech linguistics, verbal prefixes, Czech dialects

Recent Sample Publications: Currently writing an online open textbook *Reality Czech* along with the Center for Open Educational Resources and Language Learning (COERLL)

of Recent Publications:

Dissertations/Theses Supervised in Past Five Years: 1

Distinctions: University of Chicago Provost's Summer Fellowship to study Georgian at Indiana University SWSEEL, Summer 2008; SSRC Summer Fellowship to study Georgian at Indiana University SWSEEL, Summer 2008; University of Chicago Procházka fellowship to study Slovak in Slovakia, Summer 2007

Slavic & Eurasian Studies

Oksana Lutsyshyna

Lecturer

Appointment: 2015

Education: 2014, Ph.D., University of Georgia, Comparative Literature

Academic Experience: 2015-present Lecturer in Ukrainian Department of Slavic and Eurasian Studies at University of Texas at Austin; 2002-2015 Sole Instructor at the University of South Florida

Overseas Experience: Conferences in the Ukraine and Belarus; Fellowships in Poland and the Ukraine

Language Proficiency: Ukrainian 5, Russian 5, English 4+, French 3, Polish 3, German 2, Slovakian 0, Spanish 0 **Percentage Dedicated To Area Studies:** 100%

Relevant Courses: Post-Communist Protest in Ukraine and Eastern Europe, Ukrainian Literature, 19th century, Forms of Dissent: Ukraine from the 1920s to the Present

of Courses Since 2014: 3

Current Research: Ukrainian Modernism, Bruno Schulz, Walter Benjamin, Roland Barthes, Postcolonial Theory/Decolonization, Queer Theory, Feminist Theory, Applied Linguistics, Language teaching methodology

Recent Sample Publications: In preparation *Flâneur in the Hell of the Train: Bruno Schulz's Universe Through the Lens of Walter Benjamin's Arcades Project; The Unmaking of the Soviet World: The "Other" Body in the Works of Svetlana Alexievich. Volume on Alexievich*, Layman Poupard Publisher; Translation Feature: Contemporary Ukrainian Poets. An Introduction. In collaboration with Olena Jennings. *The Wolf*: 23, pp. 40-42

of Recent Publications: 2

Dissertations/Theses Supervised in Past Five Years:

Distinctions: Graduate FLAS Awards Committee, spring 2016; Conference Travel Grant, Shevchenko Scientific Society; Invited Talk Travel Grant, Shevchenko Scientific Society; Faculty Professional Development Award, Department of Slavic and Eurasian Studies, University of Texas; J. William Fulbright Fellow, Jagiellonian University, Krakow, Poland

Spanish & Portuguese**Michael Harney****Professor**

Appointment:	1986 Tenured	
Education:	1983 Ph.D., University of California, Berkeley, Comparative Literature	
Academic Experience:	1986-1992: Assistant Professor, UT Austin, 1993-2016 Associate Professor, UT Austin, 2017- Present: Professor, UT Austin	
Overseas Experience:	Assistant Director, Univ California Study Abroad Program, Pau and Bordeaux, France (1975-76)	
Language Proficiency:	Spanish 5, French 4 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 80%
Relevant Courses:	Upper-division courses on chivalric romances, feudalism & chivalry	
# of Courses Since 2014:	4	
Current Research:	Medieval Iberian literature and culture; medieval European and comparative literature	
Recent Sample Publications:	Miguel de Cervantes. <i>Exemplary Novellas</i> . Edited & Translated, with Introduction & Notes. Indianapolis and Cambridge, MA: Hackett Publishing, 2016; <i>Race, Caste, and Indigeneity in Medieval Spanish Travel Literature</i> . New York: Palgrave Macmillan, 2015; "The Epic of the Cid." In <i>The Wiley-Blackwell Companion to World Literature</i> . Ed. Ken Seigneurie, 7 vols. Volume II; "Epic and Nation, 600 C.E. – 1450" (in press, forthcoming, 2018). "Echoes of Hispanic Conquest Narrative in James Cameron's Avatar." <i>Miriada Hispánica</i> 12 (2016): 21-40. "Warlordism in the Cantar de Mio Cid." In <i>Si sai encor moult bon estoire, chançon moult bone et ancienne: Studies in the Text and Context of Old French Narrative in Honour of Joseph J. Duggan</i> . Eds. Sophie Marnette, John F. Levy, and Leslie Zarker Morgan. Special Issue of the journal <i>Medium Ævum</i> . Oxford, UK: Society for the Study of Medieval Languages and Literature, 2015	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	6	
Distinctions:	Nomination, MLA Prize for Distinguished Scholarly Edition (for <i>The Epic of the Cid</i> , Hackett Publishing, 2011; competition held in 2013, for editions published 2011 or 2012) Dean's Fellowship (competitive sabbatical award, College of Liberal Arts, University of Texas-Austin, Fall 2003)	

Spanish & Portuguese**Orlando Kelm****Associate Professor**

Appointment:	1989 Tenured	
Education:	1989 Ph.D., University of California at Berkeley, Hispanic Linguistics	
Academic Experience:	1995 -Associate Professor, University of Texas, Austin, 2012 - 2015 Online Lecturer, University of North Carolina at Chapel Hill, 2009 (January) Visiting Professor, Universidad Catolica de Santiago, Chile, 1989 - 1994 Assistant Professor, University of Texas, Austin	
Overseas Experience:	Conference Presentations in Ireland 2017, Belgium 2017, Belgium, 2013, China, 2016	
Language Proficiency:	5 English, 4+ Portuguese, 4 Spanish, 1+ - 2+, German, Italian, Chinese, Catalan Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Anti-Americanism, Portuguese , Introduction to Language and Linguistics in Society	
# of Courses Since 2014:	3	
Current Research:	The teaching of foreign language for professional purposes; The use of innovative technology in foreign language education; The cultural aspects of international business; Applied linguistics, phonetics; Languages: Portuguese, Spanish	
Recent Sample Publications:	Kelm, Orlando R., David Victor, and Haru Yamada. <i>The Seven Keys to Communicating in Japan: An Intercultural Approach</i> . Washington, D.C.: Georgetown University Press, 2017. Kelm, Orlando R. and David A. Victor. <i>The Seven Keys to Communicating in Brazil: An Intercultural Approach</i> . Washington, D.C.: Georgetown University Press, 2016. Pp 211, Kelm, Orlando R. <i>Conversa Brasileira</i> . Reproduced and distributed on demand by the Center for Open Educational Resources and Language Learning (COERLL), The University of Texas at Austin. 2013	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	4	
Distinctions:	1. "Prêmio Especial do Board da American Organization of Teachers of Portuguese." 18th Annual Brazilian International Press Awards 2015, Fort Lauderdale, Florida, May 8, 2015. 2. "Spanish Proficiency Exercises" MERLOT Award for Exemplary Online Learning Resources – MERLOT Classics 2014, MERLOT World Languages Editorial Board	

Spanish & Portuguese**Cory A. Reed****Associate Professor**

Appointment:	1989 Tenured	
Education:	1989 Ph.D., Princeton University	
Academic Experience:	1995-Present: Associate Professor; 1989-1995: Assistant Professor	
Overseas Experience:	Conference Presentation in Norway (2017), England (2013); Research in England (2006, 2004), Spain (2005)	
Language Proficiency:	Spanish 4+, French 1+, German 1 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Transnational Quijote, Cognitive Cultural Studies and the Early Modern World, Transatlantic Legacies of Early Modern Spain, Performing Conquest, Empire, and Identity in Early Modern Spanish Drama, Encounters with the Other in Golden Age and Colonial Literature, Don Quijote; Honor and Tragedy in Golden Age Drama	
# of Courses Since 2014:	5	
Current Research:	Early modern Spanish literature and culture, with emphasis on Don Quijote and other works by Cervantes, and early modern Spanish drama. Critical focus on science and technology in literature, performance studies, identity formation, and cognitive studies	
Recent Sample Publications:	"Cervantes, the Comedia, and Early Modern Activism." Invited to submit article to special issue of <i>Bulletin of the Comediantes</i> , 2018. "Máquinas de peregrinaciones: Cosmography, Empire, and the Persiles." "Si ya por atrevido no sale con las manos en la cabeza": el legado poético del "Persiles" cuatrocientos años después. Ed. Mercedes Alcalá Galán, Antonio Cortijo Ocaña, and Francisco Layna Ranz. <i>eHumanista/Cervantes</i> 5 (2016): 444-459. "Embodiment and Empathy in Early Modern Drama: The Case of Cervantes's <i>El trato de Argel</i> ." Cognitive Approaches to Early Modern Spanish Literature. Ed. Isabel Jaen and Julien J. Simon. Oxford: Oxford UP, 2016. 183-201. "Scientific and Technological Imagery in Don Quixote." <i>Approaches to Teaching Cervantes's Don Quixote</i> . Ed. James Parr and Lisa Vollendorf. New York: Modern Language Association of America, 2015	
# of Recent Publications:	5	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:	Recipient of the College of Liberal Arts Humanities Research Award (2017-2020) to advance my project "Embodied Cognition, Empathy, and Activism in Early Modern Spanish Theatrical Performance." President's Associates Teaching Excellence Award (UT Austin, 1994)	

Spanish & Portuguese**Sandro Sessarego****Associate Professor**

Appointment:	2018 Tenured	
Education:	Ph.D., The Ohio State University, Hispanic Linguistics	
Academic Experience:	2017: HCAS Core Fellow; Associate Professor, University of Texas at Austin; External Legal Consultant, Studio Legale Paolessi; Associate Researcher,	
Overseas Experience:	POSITIONS (IN EUROPE) Since 9/2017 HCAS Core Fellow, Helsinki Collegium for Advanced Studies, Helsingin Yliopisto. 9/2016-8/2017 Marie Skłodowska-Curie Junior Fellow, Freiburg Institute for Advanced Studies, Universität Freiburg. Fall 2010 Lecturer, English Language, Department of Modern Languages, Ecole Supérieure de Commerce de Bretagne. 8/2005-8/2006	
Language Proficiency:	Italian 5, Spanish 4, English 4, Genovese 3, Portuguese 0, French 0, Catalan: 0 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Seminar on Afro-Hispanic Linguistics, Introduction to Contact Linguistics, Teaching Practicum, Spanish in ContactVariationist Sociolinguistics, Individualized Study on Cape Verdean Creole	
# of Courses Since 2014:	2	
Current Research:	Linguistics	
Recent Sample Publications:	Books 1 Sessarego, S. (In press). <i>Language Contact and the Making of an Afro-Hispanic Vernacular: Variation and Change in the Colombian Chocó</i> . Cambridge: Cambridge University Press. 2 Sessarego, S. (2018). <i>La schiavitù nera nell'America spagnola: Legislazione e prassi nel Chocó colombiano del XVIII secolo</i> . Genova: Marietti Editore. 3 Sessarego, S. (2015). <i>Afro-Peruvian Spanish: Spanish Slavery and the Legacy of Spanish Creoles</i> . Amsterdam/Philadelphia: John Benjamins. - Reviewed in <i>Journal of Pidgin and Creole Languages</i> 33: 1 (2018: 215-219) by C. Klee. - Reviewed in <i>Journal of Language Contact</i> , 10, 2 (2017: 383-389) by E. Sippola. - Reviewed in <i>D'Palenque</i> , 2 (2017: 87-88) by R. Dorival Córdova. - Reviewed in <i>Linguistlist</i> (2016) by N. Operstein. 4 Sessarego, S. (2014). <i>The Afro-Bolivian Spanish Determiner Phrase: A Microparametric Account</i> . Columbus, OH: The Ohio State University Press. - Reviewed in <i>Journal of Pidgin and Creole Languages</i> , 32: 2 (2017: 450-454) by D. Perez	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	1 (Advisor), 5 (Committee member)	
Distinctions:	Faculty Travel Grant, College of Liberal Arts, UT; HCAS Fieldwork Grant, Helsinki Collegium for Advanced Studies; HCAS Core Fellowship, Helsinki Collegium for Advanced Studies; Supplemental Research Fellowship, College of Liberal Arts, UT; Faculty Travel Grant, College of Liberal Arts, UT	

Spanish & Portuguese**Madeline Sutherland-Meier****Associate Professor**

Appointment:	1986 Tenured	
Education:	1983 Ph.D., University of California, San Diego, Spanish Literature	
Academic Experience:	University of Texas at Austin, 1992 - Present Associate Professor, 1986 - 1992 Assistant Professor; Stanford University, 1984 - 1986 Assistant Professor; Princeton University, 1983 - 1984 Assistant Professor, 1982 - 1983 Instructor	
Overseas Experience:	Conference Presentations in Portugal (2017), Germany (2016), Spain (2012, 2006, 1999), Italy (2010), France (2007); Research in Spain (1981, 1999, 2001, 2006, 2012, 2013); Research in England (1988)	
Language Proficiency:	Spanish 4+, French 2 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Spanish Civilization, Literature of Spain of Three Cultures, Spanish Literature	
# of Courses Since 2014:	3	
Current Research:	Spanish literature and culture	
Recent Sample Publications:	"Padres e hijos, jueces y delincuentes, inocencia y culpabilidad: El delincuente honrado de Jovellanos y El vinatero de Madrid de Valladares." Forthcoming in <i>Actas del XLIX Congreso de la Asociación Internacional de Hispanistas</i> ; "Toward a History of the Blind in Spain." <i>Disability Studies Quarterly</i> 35: 4 (2015) DOI: http://dx.doi.org/10.18061/dsq.v35i4 ; "La Guerra de Independencia en el escenario: Las comedias patrióticas de Antonio Valladares de Sotomayor." In <i>Cincuentenario de la Asociación Internacional de Hispanistas</i> . Ed. Rocío Barros Roel. A Coruña: Universidade da Coruña Servizo de Publicacións, 2014: 427-434; "Censura y prensa periódica a finales del siglo XVIII: El caso del Semanario Erudito (1787- 1791)." <i>Revista de Literatura</i> 75: 150 (2013)	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	None	
Distinctions:	Elected Secretaria General of the Asociación Internacional de Hispanistas 2016-2019	

Spanish & Portuguese**Jorge Pérez****Professor**

Appointment:	2017 Tenured	
Education:	2003, Ph.D., University of California at Santa Barbara, Linguistics	
Academic Experience:	Spring 2017-: Professor at the University of Texas, Austin; July 2010-December 2016: Associate Professor of Spanish, University of Kansas; July 2004-June 2010: Assistant Professor of Spanish, University of Kansas; Fall 2003-Spring 2004: Assistant Professor of Spanish, Seton Hall University.	
Overseas Experience:	Conferences in Canada, The UK, and Mexico	
Language Proficiency:	Spanish 5, English 4+, French 0, Portuguese 0 Graduate training in language pedagogy and on the job training	Percentage Dedicated To Area Studies: 75%
Relevant Courses:	Spanish Film and Literature on the Road to Modernity, Mobility, Modernity, and National Identity in Spanish Cinema	
# of Courses Since 2014:	2	
Current Research:	20th and 21st Century Spanish Cinema, Novel, and Popular Culture; Queer Culture and Theory; Latin American Cinema	
Recent Sample Publications:	<i>Confessional Cinema: Religion, Film, and Modernity in Spain's Development Years (1960-1975)</i> . Toronto: University of Toronto Press, 2017; <i>The Latin American Road Movie</i> (co-edited with Verónica Garibotto). New York: Palgrave Macmillan, 2016; <i>Cultural Roundabouts: Spanish Film and Novel on the Road</i> . Lewisburg: Bucknell University Press, 2011	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:		
Distinctions:	2015: Cramer Award for Research and Teaching Excellence. University of Kansas.; 2014: Man of Merit Distinction. Emily Taylor Center for Women and Gender Equity, University of Kansas; 2011: W.T. Kemper Award for Teaching Excellence, University of Kansas; 2011: Nominated by the KU senior class for the H.O.P.E. Award; 2009: Center of Teaching Excellence Recognition for Graduate Teaching, University of Kansas.	

Advertising & Public Relations**Brad Love****Associate Professor**

Appointment:	2018 Tenured	
Education:	Ph.D., Michigan State University, Media and Information Studies	
Academic Experience:	August 2014-present: Associate Professor, August 2007-August 2014: Assistant Professor	
Overseas Experience:	Study abroad program in Dublin, Ireland: 2009, 2010, 2013, 2015, 2017, research in Ireland: 2009, 2010, 2015	
Language Proficiency:	French 3, Spanish 1+	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	Integrated Communication Campaigns, Public Relations Writing, Theories of Persuasion	
# of Courses Since 2014:	3	
Current Research:	Health communications and health systems comparisons, including cultural contexts between the EU and US	
Recent Sample Publications:	<p>"The Audacity of Engagement: Hearing Directly from Young Adults with Cancer on their Attitudes, Perceptions, and Preferences of AYA Cancer Survivorship Research," <i>Journal of Adolescent and Young Adult Cancer</i>; "Visual Assertions: Effects of Photo Manipulation and Dual Processing for Food Advertisements," <i>Visual Communication Quarterly</i>. Donovan, E., Love, B., Mackert, M., Vangelisti, A., and Ring, D. (in press); "Health Communication: A Future Direction for Instructional Communication Research," <i>Communication Education</i> (2017); "Patterns of unmet needs in adolescent and young adult cancer survivors: In their own words," <i>Journal of Cancer Survivorship</i> (2016); "I am sure just writing this post gave you some kind of cathartic release" Examining the Light and Dark of an Online Young Adult Cancer Support Community," <i>Qualitative Health Research</i>, vol. 27 (2016); "Upside Down/side Up: Problematizing Teacher Communication Behaviors And Learning Outcomes In Communication," <i>Communication Education</i>, vol. 65, (2016)</p>	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	0	
Distinctions:	Leonard Sender Adolescent and Young Adult Cancer Leadership Award (2017). National recognition for work to advance the state adolescent and young adult cancer care Dads' Association Centennial Teaching Fellowship (2016). Campus award for engagement in the instruction of undergraduate students University of Texas Tower Award (2015). Campus-wide recognition by the Division of Diversity and Community Engagement as the top faculty member engaged in academic service learning University of Texas Provost Teaching Fellow (2014)	

American Studies**Steven Hoelscher****Professor**

Appointment:	2000 Tenured	
Education:	1995 Ph.D., University of Washington-Madison, Geography	
Academic Experience:	2009-present: Professor; 2002-2009: Associate Professor; 1996-2001: Assistant Professor	
Overseas Experience:	Teaching in Vienna Austria (2007, 2009, 2011, 2013, 2015, 2017); Conference organization in Konstanz, Germany (2017); Conference presentations: Konstanz, Germany (2017), Munich, Germany (2014), Dresden, Germany (2008); Berlin, Germany (2005), Bonn, Germany (2001); Fulbright Scholar in Bonn, Germany (2003-4)	
Language Proficiency:	German 2+	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	Vienna, Memory and the City, The Geography of Europe	
# of Courses Since 2014:	2	
Current Research:	Photography; Cultural and Historical Geography; Urban Studies; Memory; Ethnicity and Race	
Recent Sample Publications:	<p><i>Reading Magnum: A Visual Archive of the Modern World</i> (University of Texas Press, 2013); "American Environmental Photography," in <i>The American Environment Revisited</i>, edited by Geoffrey Buckley and Yolonda Youngs (accepted for publication and forthcoming with Rowman and Littlefield, 2018); "Cold Wars and Hot Assignments: Elliott Erwitt's Photojournalism," in <i>Elliott Erwitt: Home Around the World</i>, edited by Jessica S. McDonald (New York: Aperture, 2016); "A Landscape of Ruins: Roman Vishniac's Return to Postwar Berlin," in <i>Roman Vishniac Rediscovered</i>, edited Maya Benton (New York: Prestel/International Center for Photography, 2015); "Magnum's New York," in <i>New York, New York!</i>, edited by Sabine Sielke (Frankfurt: Peter Lang, 2015)</p>	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	9 Ph.D. dissertations	
Distinctions:	Photo Book of the Year: Reflection for Reading Magnum in 2013 from American Photo Magazine	

Anthropology**Craig Campbell****Associate Professor**

Appointment:	2009 Tenured	
Education:	Ph.D., University of Alberta	
Academic Experience:	2009-2014 Assistant Professor, 2015-2018 Associate Professor	
Overseas Experience:	2017. Siberian Federal University. Krasnoyarsk. "Interdisciplinary Research in Archaeology, Ethnography, and the History of Siberia", dedicated to the 125th Anniversary of Nikolai Auerbach; 2016. "Conviviality" at Structures of Feelings: Structure of Revenge. Athens, Greece. June 4 - 7, 2016; 2016. Presented at a workshop at Banff Centre for the Arts in Alberta, Canada. Wed. March 30 - Sun. April 3rd 2016; 2013	
Language Proficiency:	English 5, Russian 2+, French 2	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	Traveling Culture, Intermedia And Aesthetics, The Photographic Image	
# of Courses Since 2014:	3	
Current Research:	Media Theory, Archives, Russia, Siberia,	
Recent Sample Publications:	Campbell, Craig and Vasilina Orlova (submitted for publication, eta 2018) "Everyday life, geoengineering and the Industrial Spectacle in Soviet Siberia" in <i>Russian Literature</i> ; Oktyabrskaya, Irina, Valeriy Klammm, Craig Campbell and Vasilina Orlova. 2016. "Rzyzka: A Curated Conversation." <i>Writing with Light Photo-Essay in Cultural Anthropology and Visual Anthropology Review</i> ; Campbell, Craig. 2016. Industrialism. In Howe, Cymene and Pandian, Anand. "Lexicon for an Anthropocene Yet Unseen." Theorizing the Contemporary, Cultural Anthropology website, September 30, 2016; Campbell, Craig (2017) "COMGAR: photographic monuments to post-industrial Siberian agronomy." In Peterson, Marina and Gretchen Bakke eds. <i>Between Matter and Method</i> : New Work in the Anthropology of the Arts. Bloomsbury Publishing; Campbell, Craig. (2016) "The Ephemerality of Surfaces: Damage and Manipulation in the Photographic Image" In <i>Materialities</i> . Curated by Kyler Zeleny. TVC#47. London, UK and Taipei, Taiwan: The Velvet Cell	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:	Museum studies award	

Anthropology**John Hartigan****Director****Professor**

Appointment:	2001 Tenured	
Education:	1995 Ph.D., University of California, Santa Cruz	
Academic Experience:	2010-Present: Professor, 2007-Present: Director, Américo Paredes Center for Cultural Studies, 2002-09: Associate Professor, 2001-02: Assistant Professor, UT Austin; 1999-01: Assistant Professor, University of North Texas.	
Overseas Experience:	2011-13: Ethnographic fieldwork in Spain	
Language Proficiency:	Spanish 3+, French 3+	Percentage Dedicated To Area Studies: 40%
Relevant Courses:	Urban Cultures; Introduction to Race and Ethnicity	
# of Courses Since 2014:	2	
Current Research:	Efforts at 'rewilding' Europe by restoring decimated, untamed species	
Recent Sample Publications:	<i>Anthropology of Race: Biology, Genes, and Culture</i> (School of Advanced Research Press, 2013); <i>What Can you Say? America's National Conversation on Race</i> (Stanford University Press, 2010); <i>Race in the 21st Century: Ethnographic Approaches</i> (Oxford University Press, 2010)	
# of Recent Publications:	1	
Dissertations/Theses Supervised in Past Five Years:	5	
Distinctions:	2013: Wenner-Gren Foundation Post-Ph.D. Grant; 2011: Honorable Mention, American Ethnological Society Junior Book Prize; 1994: Harry Frank Guggenheim Foundation Fellowship for Studies of Human Dominance, Aggression, and Violence; 1994: Smithsonian Institution Predoctoral Fellowship	

Anthropology**Sofian Merabet****Associate Professor**

Appointment: 2009 Tenured

Education: 2009 Ph.D., Columbia University, Anthropology

Academic Experience: 2016-Present: Associate Professor; 2009-2016: Assistant Professor

Overseas Experience: Conferences in France and Lebanon

Language Proficiency: Arabic 5, English 4, French 5, German 5, Spanish 4+ **Percentage Dedicated To Area Studies:** 30%

Relevant Courses: Undergraduate: Muslims in Europe, Cultural, Anthropology, Queer Ethnographies; Graduate: Sexuality and Culture, Anthropology between Culture and Society, Narratives of Space

of Courses Since 2014: 3

Current Research: Muslims in Europe; Refugees; Gender; Sexuality

Recent Sample Publications: BOOK 1. 2014. *Queer Beirut*, The University of Texas Press. REFEREED JOURNAL PUBLICATIONS AND BOOK CHAPTERS 2. Forthcoming. "Gender, Violence, and the Politics of (In)Visibility: The Formation of Queer Subjectivities in Beirut at the Intersection of Fiction and Ethnography" in *Feminist Studies* 3. 2015. "ʿijād masāḥa lil-mithliyīn fī bayrūt: manāṭiq lil-talāqī dākhil ʿālim al-mithliya al-dhakariya al-lubnānī" in *al-jins fī ʿālam al-ʿarabī* edited by Samir Khalaf, and John Gagnon. Beirut: Dar Al Saqi, pp. 227-274 (Arabic translation of "Creating Queer Space in Beirut: Zones of Encounter within the Lebanese Male Homosexual Sphere"). 4. 2014. "Queer Habitus: Bodily Performance and Queer Ethnography in Lebanon" in *Identities: Global Studies in Culture and Power*, 2014

of Recent Publications: 2

Dissertations/Theses Supervised in Past Five Years: 7

Distinctions: RESIDENTIAL FELLOWSHIPS: Institute for Advanced Study, Nantes, France, 2017-2018; International Research Center for Cultural Studies, Vienna, Austria, Spring 2015; Center for Advanced Studies, Univ. of Cologne, Germany, Fall 2014

Anthropology**Circe Sturm****Associate Professor**

Appointment: 2009 Tenured

Education: Ph.D., University of California, Davis

Academic Experience: 2009-Present: Associate Professor, University of Texas; 2009-Present: Affiliate Faculty, University of Texas; 2003-2009: Associate Professor, University of Oklahoma, Norman; 2003-2009: Associate Professor, University of Oklahoma, Norman.

Overseas Experience: 2017 Faculty, CUNY and the University of Calabria, Rende, Calabria, Italy; 2016 Essay presented at the Museo Internazionale delle Marionette Antonio Pasqualino, Palermo; 2016 4th International Conference on Mediterranean Studies, Erice, Sicily

Language Proficiency: Italian 4, Spanish 3+ **Percentage Dedicated To Area Studies:** 30%

Relevant Courses: The Southern Question, graduate seminar in anthropology and Italian Studies

of Courses Since 2014: 1

Current Research: Cultural Anthropology, American Studies, Italian and Italian American Studies, Sovereignty and Citizenship, Settler Colonialism, Race, Nationalism and

Recent Sample Publications: Sturm, Circe (2017) Feste Siciliane in Texas: Un Esempio Etnografico dalla Diaspora Siciliana/Sicilian Religious Practices in Texas: An Ethnographic Example from the Sicilian Diaspora." In *Il Velo di Maya: Festschrift in Onore di Maria Vittoria D'Amico*. Acireale: Bonanno 2017; Composing a Common World? Reflections Around the Ontological Turn in Anthropology. Special Thematic Section, *ANUAC: International Journal of the Italian Association of Cultural Anthropologists*; Benadusi, Mara, Lutri, Alessandro, & Sturm, Circe (2016). Introduction to Composing a Common World? Reflections on the Ontological Turn within Anthropology. Special Thematic Section of *ANUAC: The International Journal of the Italian Association of Cultural Anthropologists*; Sturm, Circe (2016) From Sicily to Galveston: The Story of the Lost Actors of La Terra Trema and their Famous Film. *Rivista Luci e Ombre: International Journal on Italian Cinema and Culture*

of Recent Publications: 3

Dissertations/Theses Supervised in Past Five Years: 3

Distinctions: Sturm, Circe (2012). *Becoming Indian*, Winner of the Robert W. Hamilton Runner-Up Book Award, from the University Co-operative Society; Sturm, Circe (2012). *Becoming Indian*, Winner of the 2011 James Mooney Award for best book on Southern Anthropology, from the Southern Anthropological Society; Sturm, Circe (2012). *Becoming Indian*, Finalist for Best Subsequent Book in Native American and Indigenous Studies Prize, from the Native American and Indigenous Studies Association

Anthropology**Mariah Wade****Associate Professor**

Appointment:	1999 Tenured	
Education:	1998 Ph.D., UT Austin, Anthropology-Archaeology	
Academic Experience:	2008-Present: Associate Professor; 2002-2008: Assistant Professor; 1999-2002: Research Engr- Science Associate IV	
Overseas Experience:	2008-2017: Director Archaeological Field Schools in Portugal; 2012: Conference Presentation (University of Minho, Portugal); 2013: Conference Presentation, (Universidade Nova de Lisboa); 2014: Conference Presentation (Universidade Catolica, Braga, Portugal); 2015: Conference Presentation, Vila do Conde, Portugal	
Language Proficiency:	Portuguese 5, Spanish 4, Italian 3, French 1+	Percentage Dedicated To Area Studies: 70%
Relevant Courses:	Summer Field Schools in Portugal, Bronze Age & Iron Age in Atlantic Europe, The archaeology of Bronze Age/Iron Age in Europe ANT 380K, EUS Introduction to European Studies	
# of Courses Since 2014:	3	
Current Research:	Anthropology/ Archaeology	
Recent Sample Publications:	2018, <i>Spanish Colonial Confession Manuals. Annals of Overseas History</i> . Lisbon. (in press); 2017, "You are What you Eat: Toying with the Process of Becoming," in <i>Toys and Communication</i> , Chapter 13. Springer Publishers; 2017, "Portuguese presence in Spanish Colonial North America in the sixteenth and early seventeenth centuries," in <i>Mechanisms of Global Empire Building</i> . (Polonia, Amelia and Antunes, Catia eds.) Porto: CITCEM. ISBN: 978-989-8351-65-4; 2014, "After the Reconquest: The State of the New Mexico Missions," in <i>Evangelization and Cultural Conflict in Colonial Mexico</i> , Cambridge Scholars Publishing, Newcastle upon Tyne; 2013, Marceaux. P.S. and M. Wade, "Missions Untenable: Experiences of the Hasinai Caddo and the Spanish in East Texas," in <i>New Perspectives on Spanish Missions in the Indigenous Landscape</i>	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	8	
Distinctions:	NA	

Art History**Eddie Chambers****Professor**

Appointment:	2018 Tenured	
Education:	1998 Ph.D., Goldsmiths College, University of London	
Academic Experience:	Assistant Professor, Art History, January 2010 - August 2013; Associate Professor, Art History, September 2013- August 2016; Professor, Art History, September 2016 onwards	
Overseas Experience:	August 10, 2017, Scottish National Portrait Gallery, Edinburgh. Slave's Lament: Reggae, Roots & Culture, Participant in Tilting Axis 3: Curating the Caribbean, May 18-20, 2017; Thursday 30 July 2015, Ikon Gallery, Birmingham, Running Through the Jungle: Eddie Chambers and Morgan Quaintance in conversation: Part of a series of inter-generational conversations considering race, art and globalization convened by artist/curator Marlene Smith	
Language Proficiency:	French 0	Percentage Dedicated To Area Studies: 35%
Relevant Courses:	Contemporary Black-British Artists	
# of Courses Since 2014:	1	
Current Research:	African Diaspora Art History and Visual Culture	
Recent Sample Publications:	<i>Roots & Culture: Cultural Politics in the Making of Black Britain</i> , I. B. Tauris & Co Ltd, London and New York, Series: International Library of Visual Culture, published 2017; <i>Black Artists in British Art, A History Since the 1950s</i> , I. B. Tauris & Co Ltd, London and New York, Series: International Library of Visual Culture, published 2014, reprinted, September 2015; <i>Things Done Change: The Cultural Politics of Recent Black Artists in Britain</i> Amsterdam/New York: Rodopi Editions, 2012	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	8	
Distinctions:		

Art History**John R. Clarke****Professor**

Appointment:	1980 Tenured	
Education:	1973 Ph.D., Yale University, History of Art	
Academic Experience:	1980-1982: Assistant Professor; 1982-1986: Associate Professor; 1986-present: Professor	
Overseas Experience:	Director of archaeological excavation, Italy (2006-present); research in Italy (annually 1973-present); conference presentations: England (2017, 2011, 2010); Italy (2017, 2016, 2014, 2012, 2011, 2009, 2008, 2007); Greece (2013); Turkey (2010, 2009); Belgium (2010); Finland (2009, 2007); Israel (2008)	
Language Proficiency:	4+ Italian, 3 Spanish, 3 German, 3 French	Percentage Dedicated To Area Studies: 75%
Relevant Courses:	Art in the Lives of Ordinary Romans	
# of Courses Since 2014:	1	
Current Research:	History of Ancient Art/Roman Archaeology	
Recent Sample Publications:	John R. Clarke and Elaine K. Gazda, eds. <i>Leisure and Luxury in the Age of Nero: The Villas of Oplontis near Pompeii. Exhibition catalogue</i> . Ann Arbor: Kelsey Museum of Archaeology, 2016. John R. Clarke and Nayla K. Muntasser, eds. <i>Villa A ("of Poppaea") at Torre Annunziata, Italy (50 B.C.-A.D. 79). Volume 1: The Ancient Setting and Modern Rediscovery</i> . New York: The Humanities E-Book Series of the American Council of Learned Societies, 2014. Open Access permanent link: http://quod.lib.umich.edu/cgi/t/text/text-idx?c=acls;idno=heb90048.0001.001 <i>The Mediterranean Foundations of Ancient Art. Mittelmeerstudien vol. 4. Critical introduction and first English edition and translation of Guido Kaschnitz von Weinberg, Die mittelmeeerischen Grundlagender antiken Kunst</i> (Frankfurt: Vittorio Klostermann, 1944). Paderborn: Ferdinand Schöningh, 2015. "Kaschnitz between Archaeology and the History of Art." In <i>Diversity of Classical Archaeology. Studies in Classical Archaeology</i> . 1: 63-74. Turnhout: Brepols, 2017	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	dissertations 4; theses 5	
Distinctions:	Archaeological Institute of America. Gold Medal for Distinguished Achievement in Archaeology. 2017	

Art History**Penelope Davies****Professor**

Appointment:	1994 Tenured	
Education:	1994 Ph.D., Yale University, Classical	
Academic Experience:	1994-2001 Assistant Professor, 2001-2017 Associate Professor, 2017-present Professor	
Overseas Experience:	Conference presentations/invited lectures: 2017: 3 in Rome, 1 in Scotland, 2016: 1 in Holland, 1 in Ireland, 1 in Italy, 2015: 1 in Romania, 1 in Greece, 1 in England, 2 in Sweden, 2014: 3 in Italy, 2 in England, 2013: 1 in Italy, 1 in England, Research in Italy every year	
Language Proficiency:	French 4+, Italian 1+/2	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Construction, Destruction, Reconstruction in Ancient Rome, Art and Decoration in Early Pre-Modern Rome, Art and Politics in Republican Rome, Building Empire: Architecture and Politics in Second Century BCE Rome, After the, Gracchi: Art and Politics in Late Republican Rome	
# of Courses Since 2014:	3	
Current Research:	Roman architecture, art, archaeology	
Recent Sample Publications:	<i>Architecture and Politics in Republican Rome</i> (Cambridge University Press 2017); "Constructing, Deconstructing and Reconstructing Civic Memory in Late Republican Rome." <i>Omnium Annalium Monumenta: Historical Evidence and Historical Writing in Republican Rome</i> , ed. Kaj Sandberg and Christopher Smith. Leiden: Brill 2017; "A Republican Dilemma: City or State? Or, The Concrete Revolution Revisited." <i>Papers of the British School at Rome</i> 85 (2017), 71–107; "Rome and Her Neighbors: Greek Building Practices in Republican Rome." In Roger Ulrich and Caroline Quenemoen, eds. <i>A Companion to Roman Architecture</i> (Oxford: Blackwell Publishing 2014)	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	7 PHD dissertations	
Distinctions:	2016: College of Fine Arts Distinguished Teaching Award, University of Texas at Austin	

Art History**Linda Henderson****Professor**

Appointment:	1978 Tenured	
Education:	1975 Ph.D., Yale University, History of Art	
Academic Experience:	David Bruton, Jr. Centennial Professor in Art History, 2000-Professor, 1991-; Associate Professor, 1984-1991; Assistant Professor, 1978-1984	
Overseas Experience:	Frequent conference presentations in Germany (2010, 2011, 2015), France (2012, 2016), Russia (2016), Denmark (2015, 2018), Holland (2012)	
Language Proficiency:	French 3, German 2	Percentage Dedicated To Area Studies: 75%
Relevant Courses:	20th Century European Art to the 1940s	
# of Courses Since 2014:	1	
Current Research:	Late 19th and 20th century art and its cultural context- particularly science and occultism	
Recent Sample Publications:	“Modern Art and Science 1900-1940.” In <i>The Moderns: Wie sich das 20. Jahrhundert in Kunst und Wissenschaft erfunden hat</i> , ed. Cathrin Pichler with Suzanne Neuburger, 175-206. Vienna: Springer Wien New York, 2013; “Les ‘Meta-réalités’ du cercle moderniste de Stieglitz: Max Weber comme témoin de la quatrième dimension et de l’éther de l’espace.” In <i>Carrefour Stieglitz</i> , ed. Jay Bochner, 275-90. Colloque de Cerisy-la-Salle. Rennes: Presses Universitaires de Rennes, 2013; “Abstraction, the Ether, and the Fourth Dimension: Kandinsky, Mondrian, and Malevich in Context.” In <i>Kandinsky, Malevitch, Mondrian: Der Weisse Abgrund Unendlichkeit/The Infinite White Abyss</i> , ed. Marian Ackermann and Isabelle Malz, 37-55 (German), 233-44 (English). Düsseldorf: Kunstsammlung Nordrhein-Westfalen, 2014	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	4 dissertations and 5 theses	
Distinctions:	Invited Research Scholar, Institut National d’Histoire de l’Art, Paris, Fall 2016 Lifetime Achievement Award, given by the Society for Literature, Science, and the Arts, 2014 Berlin Prize Fellowship, American Academy in Berlin, January-May 2014 Visiting Scholar, Max Planck Institute for the History of Science, Berlin, January-May 2014	

Art History**Joan A. Holladay****Professor**

Appointment:	1985 Tenured	
Education:	1982 Ph.D., Brown University, History of Art	
Academic Experience:	University of Texas at Austin--2002-Present: Professor; 1992-2002: Associate Professor; 1985-1992: Assistant Professor; spring 1985: Visiting Assistant Professor; Colgate University--spring 2013: NEH Professor of the Humanities; University of Memphis--2003-2004: Dorothy K. Hohenberg Chair of	
Overseas Experience:	Conference presentation in Portugal (2017); workshop participation in Germany (2017); research in Switzerland (every summer)	
Language Proficiency:	German 4+, French 3	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Survey of Western Art I: Prehistoric - Medieval Art, Romanesque Art, Court Art in the Gothic Period, Amiens Cathedral, Cologne and Nuremberg, The Court of Louis IX (1226-70), Architecture and Decoration in Pre-modern Rome: Patronage, Politics, and the Past, Relics and Reliquaries, Women in/Women and Medieval Art	
# of Courses Since 2014:	5	
Current Research:	History of medieval art, specializing in thirteenth- and fourteenth-century sculpture and manuscripts in Germany, France, and England	
Recent Sample Publications:	<i>Gothic Sculpture in America</i> , 3: The Museums of New York and Pennsylvania, ed. Joan A. Holladay and Susan L. Ward (New York: International Center of Medieval Art, 2016); also wrote 55 catalogue entries in this volume “Royal and Imperial Iconography,” in <i>The Ashgate Companion to Medieval Iconography</i> , ed. Colum Hourihane (Farnham: Ashgate, 2017), 356-72; “Encounter: Gothic Sculpture in America,” invited column in <i>Gesta</i> 53/2 (Fall 2014), 121-24 “Jean Pucelle and His Patrons,” in <i>Jean Pucelle: Innovation and Collaboration in Manuscript Painting</i> , ed. Kyunghee Pyun and Anna D. Russakoff (Turnhout: Brepols, 2013), 17-26 review of Jeffrey F. Hamburger, William P. Stoneman, Anne-Marie Eze, Lisa Fagin Davis, and Nancy Netzer, eds., <i>Beyond Words: Illuminated Manuscripts in Boston Collections</i> (Boston: Boston College, 2016) in <i>Choice</i> 54/8 (Apr. 2017), 1157, review number 54 -3583	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	8	
Distinctions:	Walter and Gina Ducloux Fine Arts Faculty Fellow, College of Fine Arts, 2013-2014, College of Fine Arts Distinguished Teaching Award, 2008	

Art History**Ann Johns****Distinguished Senior Lecturer**

Appointment:	2000 Lecturer	
Education:	2000 Ph.D., UT Austin, Art History	
Academic Experience:	2016-Present: Distinguished Senior Lecturer; 2011-2016: Senior Lecturer; 2000-2011: Lecturer	
Overseas Experience:	Director, Learning Tuscany (and art history faculty member), Study Abroad Program in Castiglion Fiorentino, Italy (2006-present)	
Language Proficiency:	Italian 1, French, 1, Spanish 1, German 1	Percentage Dedicated To Area Studies: 95%
Relevant Courses:	Early Italian Renaissance Art to 1470, Art and the City in Renaissance Italy	
# of Courses Since 2014:	2	
Current Research:	Art and and Architecture of Late Medieval and Renaissance Siena	
Recent Sample Publications:	2015, "The Pope's City", essay on experiential learning at the Blanton Museum of Art in <i>Signature Course Stories: Transforming Undergraduate Learning</i> (UT Press, 2015); 2013 "Cistercian Gothic in a Civic Setting: The Translation of the Pointed Arch in Sienese Architecture, 1250-1350," essay in <i>Siena: Art as Politics</i> (Ashgate, 2013)	
# of Recent Publications:	1	
Dissertations/Theses Supervised in Past Five Years:		
Distinctions:	2017-2018 The President's Associates Teaching Excellence Award 2012-2013 College of Fine Arts Distinguished Teaching Award 2011 2011 Regents' Outstanding Teaching Award	

Art History**Athanasio Papalexandrou****Associate Professor**

Appointment:	2002 Tenured	
Education:	Ph.D., Princeton University	
Academic Experience:	2002-2008: Assistant Professor, 2008-present: Associate Professor	
Overseas Experience:	Research and conference participation in Italy (2014-2016), Greece (2002-present), and Cyprus (2017)	
Language Proficiency:	Modern Greek 5 (also ancient and medieval), English 5, French 5, German 3, Spanish 3, Italian 3, Latin 3	Percentage Dedicated To Area Studies: 80%
Relevant Courses:	The Parthenon Through the Ages	
# of Courses Since 2014:	1	
Current Research:	Classical Art and Archaeology	
Recent Sample Publications:	"The Multi-Corporeality of Beings and Objects in the Mediterranean during the Orientalizing Period," <i>In Hybrid and Extraordinary Beings. Deviations from 'Normality' in Ancient Greek Mythology and Modern Medicine. Proceedings of Conference at the University of Ioannina, Ioannina</i> , May 26-27, 2017; Translation in English from the original medieval Greek: Theodoros of Balsamon (13th c.), "Study regarding the three summoning calls in the holy churches of monasteries" in <i>Knowing Bodies, Passionate Souls. Sense Perceptions in Byzantium</i> , edited by Susan Ashbrook Harvey and Margaret Mullett, <i>Dumbarton Oaks Byzantine Symposia and Colloquia</i> (Washington D.C. 2017) 82-83. Translation in English from the original medieval Greek: Michael Psellos (11th c.), "On the Hcheion [echo-chamber] of Nikomedeia." Ed. J. M. Duffy, <i>Michaelis Pselli Philosophica Minora. Vol. 1. Opuscula logica, physica, allegorica, alia</i> . Stuttgart and Leipsig, Teubner 1992, 106-109	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:	Fall 2015: Senior Visiting Fellow at the Center for Advanced Studies in the Visual Arts, National Gallery of Arts, Washington DC, Spring 2017: NEH grant, American School of Classical Studies at Athens Senior Fellow	

Art History**Glenn Peers****Professor**

Appointment:	1998 Tenured	
Education:	1995 Ph.D., John Hopkins University, Art History	
Academic Experience:	2009-2018 Professor, Department of Art and Art History, University of Texas at Austin, Austin, Texas; 2004-2009 Associate Professor, Department of Art and Art History, University of Texas at Austin, Austin, Texas; 1998-2004 Assistant Professor, Department of Art and Art History, University of Texas at Austin, Austin, Texas	
Overseas Experience:	Aug., 2016 Plenary Paper, "The Senses in Byzantium," at the 23rd International Congress of Byzantine Studies, Belgrade, Serbia. June, 2016 "Hellenism's Instrumental Identity in Fourteenth-Century Trebizond," Fourth International Sevgi Gönül Byzantine Studies Symposium, Koç University, Istanbul, Turkey	
Language Proficiency:	French, German, Italian, Modern Greek and Turkish - 1	Percentage Dedicated To Area Studies: 66%
Relevant Courses:	Late Antique Art and Architecture, Byzantine Art and Architecture, Early Medieval Art, Iconoclasm and Idolatry, Introduction to the History of Art, Museums and Collecting	
# of Courses Since 2014:	4	
Current Research:	Medieval art history	
Recent Sample Publications:	<i>Orthodox Magic in Trebizond and Beyond: A Fourteenth-Century Greco-Arabic Amulet</i> Roll (with a contribution by Barbara Roggema), Geneva: La Pomme d'or, 2018. <i>Byzantine Things in the World</i> , Houston: The Menil Collection, distributed by Yale University Press, 2013. Co-edited with Barbara Crostini, <i>A Book of Psalms from Eleventh-Century Constantinople: On the Complex of Texts and Images in Vat. gr. 752, Studi e Testi</i> , vol. 504, Vatican City, 2016. "Translating Edges in Art of the Medieval Middle East: On the Resafa Hoard and a Painted Bottle from Lichtenstein," in <i>On the Edge: Time and Space. Proceedings of International Conference</i> 14-15 November 2014, ed. Zaza Skhirtladze, Tbilisi, 2017	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	2	
Distinctions:	2015-16: Fellow, Israel Institute for Advanced Study, Hebrew University, Jerusalem, Israel; Fellowship from the European Institutes for Advanced Study (EURIAS); Research Associate, W.F. Albright Institute of Archaeological Research, Jerusalem. 2014: Senior Fellow, Internationales Kolleg für Kulturtechnikforschung und Medienphilosophie, Bauhaus-Universität Weimar, Germany	

Art History**Richard Schiff****Professor**

Appointment:	1989 Tenured	
Education:	1973 Ph.D., Yale University	
Academic Experience:	1989-Present: Professor of Modern and Contemporary Art of Europe & America, UT Austin	
Overseas Experience:	Fulbright to France, 1969-1970.	
Language Proficiency:	French 3+, German 3+	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	French theory; German theory; Seminar on poststructuralism and critical theory, with an emphasis on its relevance to problems in the interpretation of visual images.	
# of Courses Since 2014:	3	
Current Research:	Post-Structuralism, Critical Theory, and the Visual Arts, Art Criticism, Theory, and Contemporary Art	
Recent Sample Publications:	Doubt (Routledge, 2007); "Risible Cézanne," in Eik Khang, ed., <i>The Repeating Image in French Painting from David to Matisse</i> (Walters Art Museum, 2007): 127-71; "Force of Myself Looking," in Gary Garrels, ed., <i>Plane Image: A Brice Marden Retrospective</i> (Museum of Modern Art, 2006): 28-75	
# of Recent Publications:	1	
Dissertations/Theses Supervised in Past Five Years:	7	
Distinctions:	1985-1986: John Simon Guggenheim Fellowship; 1986: National Humanities Center Fellow; 1979-1980: Mellon Fellow in the Humanities, University of Pennsylvania	

Art History**Jeffrey Smith****Professor**

Appointment:	1979 Tenured		
Education:	1979 Ph.D., Columbia University		
Academic Experience:	Assistant Professor (1979-85), Associate Professor (1985-92), Professor (1992), Ruth Head Centennial Professor in Fine Arts (1998-2000), Kay Fortson Chair in European Art, 2000-present		
Overseas Experience:	Researching and speaking in Europe regularly. The most recent trip was October 2017 with graduate seminar students to Cologne and Nuremberg for ten days		
Language Proficiency:	German 4, French 3, Dutch 2, Latin 1, Italian 1	Percentage Dedicated To Area Studies:	100%
Relevant Courses:	All undergraduate and graduate courses are on European topics with a focus on the art and culture of Northern Europe from 1350 to 1700.		
# of Courses Since 2014:	5		
Current Research:	Northern European early modern art and culture		
Recent Sample Publications:	<i>Dürer</i> [Art & Ideas Series] (London: Phaidon Press, 2012); "Forum: The Visual Turn in Early Modern German History and Historiography," <i>German History</i> 30 (2012); "Historians of Northern European Art from Johann Neudörfer and Karel van Mander to the Rembrandt Research Project," in and Baroque Art; "Hans Vischer and the Challenge of the 1530s," in <i>Carving, Casts & Collectors: The Art of Renaissance Sculpture</i> , eds. Peta Motture, Emma Jones, and Dimitrios Zikos [Robert H. Smith Renaissance Sculpture Conference, Victoria and Albert Museum, London] (London: V&A Publishing, 2013), pp. 120-33; "Rebuilding Faith through Art: Christoph Schwarz's Mary Altarpiece for the Jesuit College in Munich" in <i>The Sensuous in the Counter-Reformation Church</i> , eds. Marcia B. Hall and Tracy E. Cooper (Cambridge: Cambridge University Press, 2013), 230-51 "Peter Flötner and the Theatre of the World," in <i>Von der Freiheit der Bilder</i>		
# of Recent Publications:	0		
Dissertations/Theses Supervised in Past Five Years:	7		
Distinctions:	6 book prizes, Guggenheim Fellowship, Alexander von Humboldt Fellowship, American Academy in Berlin (2010), Australian Research Council Centre of Excellence for the History of Emotions, University of Western Australia, Perth, in collaboration with the Universities of Adelaide, Melbourne, Queensland (Brisbane), and Sydney: Distinguished International Visiting Fellow, August 2012		

Art History**Louis Alexander Waldman****Associate Professor**

Appointment:	1999 Tenured		
Education:	1999 Ph.D., New York University		
Academic Experience:	Senior Lecturer 1999-2000; Asst Prof 1999-2006; Assoc Pro 2006-present		
Overseas Experience:	Villa I Tatti fellow 2005-6, Assistant Director of Villa I Tatti, The Harvard Center for Italian Renaissance Studies, 2007-10		
Language Proficiency:	Italian 4+, French 4, German 4, Latin 3+, Spanish 3, Portuguese, Japanese 2+, Hungarian 2, Russian 1, Mandarin 1	Percentage Dedicated To Area Studies:	100%
Relevant Courses:	Michelangelo and His World (grad and undergrad), Early Ren Art in Italy, Issues in Museum Studies, High Renaissance Art, Leonardo da Vinci		
# of Courses Since 2014:	4		
Current Research:	Tuscan art, 1300-1600, Museum Studies		
Recent Sample Publications:	BOOKS EDITED 8). With Robert Gaston: <i>San Lorenzo: A Florentine Church</i> , 2 vols. (Florence: Villa I Tatti/Leo S. Olschki), forthcoming. 7). With Joseph Connors: <i>Bernard Berenson: Origins and Legacy</i> (Florence: Villa I Tatti/Dumbarton Oaks), 2014. 6). With Machtelt Israëls: <i>Renaissance Studies in Honor of Joseph Connors</i> , 2 vols. (Florence: Villa I Tatti/Officina Editrice, distributed by Harvard University Press), 2013. lxi + 1025 + xvii + 759 pp. ISBN 978-0-674-07327-2 ESSAYS AND ARTICLES- "Naldo Naldi and the Completion of Verrocchio's Tomb of Piero and Giovanni de' Medici," in <i>Essays in Honor of Laurie Schneider Adams, Source</i> , XXXV, Nos. 1-2 (Fall 2015/Winter 2016), pp. 135-146. *97). "'Vadunt ad habitandum hebrei': The Otto di Balia, Vasari, and the Hiding of Murals in Sixteenth-Century Florence," <i>Mitteilungen des Kunsthistorischen Institutes in Florenz</i> , LVI, No. 3 (2014)		
# of Recent Publications:	2		
Dissertations/Theses Supervised in Past Five Years:	10		
Distinctions:	Accademico d'onore, Accademia delle Arte del Disegno, Florence (elected in 2004)		

Business**Linda Gerber****Senior Lecturer**

Appointment:	1990 Lecturer		
Education:	Ph.D. in Marketing from the University of Texas at Austin		
Academic Experience:	1997-Present: Senior Lecturer, 2008-Present: Director, International Business Program, 1991-99: Director of Academic Program, Center for International Business Education and Research, 1990-97: Lecturer, UT Austin		
Overseas Experience:	Teaching in Germany, France, and Finland		
Language Proficiency:	German 1+, Spanish 1+	Percentage Dedicated To Area Studies:	25%
Relevant Courses:	International Marketing and Consumer Behavior in Europe; International Business Operations; International Trade and Investment; International Corporate Management		
# of Courses Since 2014:	3		
Current Research:	Strategic marketing, global marketing, international business, business education		
Recent Sample Publications:	"Title VI-B BIE Funding: A Survey of Success," in <i>A Field Guide to Internationalizing Business Education</i> , (Eds.); Robert F. Scherer, Sarah T. Beaton, M. Fall Ainina, and Jeffrey F. Meyer (2000); "Toward Global Education: Strategic Partnerships with Overseas Institutions," <i>Selections</i> (1997); "Strategic Partnerships for Global Education: Linkages"		
# of Recent Publications:	0		
Dissertations/Theses Supervised in Past Five Years:			
Distinctions:	2008: Outstanding Faculty Advisor, National Academic Advising Association - UT Nominee; 1995-97: Undergraduate International Studies and Foreign Language Grant Program, U.S. Department of Education; 1993-96, 1996-99		

Business**Sirkka Jarvenpaa****Professor**

Appointment:	1986 Tenured		
Education:	Ph.D., The University of Minnesota		
Academic Experience:	James L. Bayless/Rauscher Pierce Refsnes, Inc. Chair in Business Administration, September 1999; Professor, September 1997; Associate Professor in Information Systems (with tenure), September 1991 - August 1997; Assistant Professor in Information Systems, September 1986-August 1991		
Overseas Experience:	Several presentations every year in Europe		
Language Proficiency:	Finnish 5	Percentage Dedicated To Area Studies:	25%
Relevant Courses:			
# of Courses Since 2014:	0		
Current Research:	Information Systems		
Recent Sample Publications:	Kim, Y., Jarvenpaa, S.L., and Gu, B. External Bridging and Internal Bonding: Unlocking the Generative Resources of Member Time and Attention Spent Externally in Online Communities, <i>MIS Quarterly</i> , forthcoming; Smith, W., Erez, M., Jarvenpaa, S., Lewis, M.W., Tracy, P. Adding Complexity to Theories of Paradox, Tensions, and Dualities of Innovation and Change: Introduction to Organization Studies Special Issue on Paradox, Tensions, and Dualities of Innovation and Change, <i>Organization Studies</i> , 38 (3-4), April 2017, p. 303-317; Gustafsson, R. and Jarvenpaa, S.L. Extending community management to industry-university-government organizations, <i>R&D Management</i> , Volume 48, Issue 1, January 2018; Li, Z., Jarvenpaa, S.L. and Pattan, N. Cinetics: Fueling Entrepreneurial Innovations through Crowdfunding, <i>Journal of Information Technology Teaching Cases</i> , 2016		
# of Recent Publications:	3		
Dissertations/Theses Supervised in Past Five Years:	5		
Distinctions:	LEO Award, the lifetime achievement award by Association of Information Systems (AIS) for seminal works and global impact; Best Information Systems Paper of 2016 by the ICIS Senior Scholars, granted in December 2017; 2016 Best Paper of MIS Quarterly, granted in June 2017; Best Runner Up, Academy of Management Discoveries, 2017		

Business**Violina Rindova****Ralph B. Thomas Professor**

Appointment:	2006 Tenured		
Education:	Ph.D., Stern School of Business, New York University		
Academic Experience:	2010-Present: Ralph B. Thomas Professor of Business, 2009-Present: Professor, 2006-09: Associate Professor, UT Austin; 2005-06: Associate Professor, 2000-05: Assistant Professor, University of Maryland		
Overseas Experience:	J.D. from Sophia University, Sofia, Bulgaria (1990); MBA from Madrid Business School, University of Houston, Madrid, Spain (1992); Presentations in UK (2006, 2008) Italy (2003, 2004, 2005, 2007), Sweden (2004)		
Language Proficiency:	None	Percentage Dedicated To Area Studies:	30%
Relevant Courses:	Contemporary Issues in Strategic Management; Strategic Management; Entrepreneurship; General Management and Strategy.		
# of Courses Since 2014:	3		
Current Research:	Strategy, firm culture, value creation and reputation, especially in the context of emerging markets.		
Recent Sample Publications:	"No news is bad news: Sensegiving activities, media attention, and venture capital funding of new technology organizations," with A. Petkova and A. Gupta, <i>Organization Science</i> 24 (3), 2013: 865-888; "The cultural side of value creation," with D. Ravasi and E. Dalpiaz, <i>Strategic Organization</i> 10 (2012): 231-239		
# of Recent Publications:	0		
Dissertations/Theses Supervised in Past Five Years:	4		
Distinctions:	2012: Award for Scholarly Contribution by Strategic Organization for Best Article; 2011: Oxford University Centre for Corporate Reputation Award for Best Paper; 2011, 2013: Nominee, Outstanding Research Contribution Career Award, UT Austin; 2009-10: Humanities Institute Fellow, UT Austin		

Butler School of Music**James Buhler****Professor**

Appointment:	1999 Tenured		
Education:	1996 Ph.D., University of Pennsylvania, Music		
Academic Experience:	2005-Present: Associate Professor, 1999-2005: Assistant Professor, UT Austin; 1997, 1999: Visiting Assistant Professor, Carleton College; 1998: Lecturer, University of Wisconsin - Madison.		
Overseas Experience:			
Language Proficiency:	German 3+, French 3	Percentage Dedicated To Area Studies:	50%
Relevant Courses:	Analytical Techniques; Post-Tonal Analysis; Music and Film Sound; Introduction to Music and Film Sound		
# of Courses Since 2014:	2		
Current Research:	Music and Film Sound; Music and Critical Theory; the music of Gustav Mahler		
Recent Sample Publications:	<i>Theories of the Soundtrack</i> (Oxford University Press, under contract); <i>Hearing the Movies</i> (Oxford, 2010); "Psychoanalysis, Apparatus Theory, and Subjectivity," in <i>Oxford Handbook of Film Music Studies</i> , edited by David Neumeyer (Oxford, 2013); "Mahler and the Myth of the Total Symphony," in <i>Rethinking Mahler</i> , edited by Jeremy Barham (Oxford, Forthcoming)		
# of Recent Publications:	1		
Dissertations/Theses Supervised in Past Five Years:	7		
Distinctions:			

Butler School of Music**Eric Drott****Associate Professor**

Appointment:	2018 Tenured	
Education:	2001 Ph.D., Yale University, Music Theory	
Academic Experience:	2011-Present: Associate Professor; 2004-2011: Assistant Professor; 2002-2004: Assistant Professor, Yale University	
Overseas Experience:	Conference Presentations in England (2017); England (2016); France (2015); Germany (2014); England (2013); and many others in England, Germany, and Switzerland prior to 2012, Research in France, 2006-present	
Language Proficiency:	French 4, German 2	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Courses on European art music	
# of Courses Since 2014:	4	
Current Research:	Music and politics; Contemporary music cultures in France; Music and digital culture	
Recent Sample Publications:	<p>"Music as a Technology of Surveillance." <i>Journal of the Society for American Music</i> (Forthcoming, 2018). "Musical Contention and Contentious Musics; or, the Drums of Occupy Wall Street." <i>Contemporary Music Review</i> (November, 2017). "Saariaho, Timbre, and Tonality," in <i>Tonality since 1950</i>, ed. Philip Rupprecht and Felix Wörner. Steiner Verlag, 2017. "Rereading Jacques Attali's Bruits," <i>Critical Inquiry</i>, vol. 41 no. 3 (Summer 2015). "The Peasant's Voice and the Tourist's Gaze: Listening to Landscape in Luc Ferrari's 'Petite symphonie intuitive pour un paysage de printemps,'" in Aaron Allen and Kevin Dawe, eds. <i>Current Directions in Ecomusicology</i>. Routledge, 2015. "Resistance and Social Movements," in <i>The Routledge Reader on the Sociology of Music</i>, ed. John Shepherd and Kyle Devine. Routledge, 2015</p>	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:		

Butler School of Music**David Hunter****Senior Lecturer**

Appointment:	1988 Lecturer	
Education:	1989 Ph.D., University of Illinois, Urbana-Champaign	
Academic Experience:	1988-Present: Music Librarian, 1990-95: Instructor and Lecturer, 2004: Curator, Historical Music Recordings Collection, 2005: Senior Lecturer, School of Music, UT Austin	
Overseas Experience:	Research conducted in UK and Ireland; 1982: Consultant to Museum of Modern Art, Oxford, on creation of a library; 1981-82: Bodleian Library, Oxford; 1981: University of St. Andrews, Scotland	
Language Proficiency:	French 3, German 3, Welsh 3, Latin 3	Percentage Dedicated To Area Studies: 100%
Relevant Courses:		
# of Courses Since 2014:	1	
Current Research:	Historical audience, particularly in 18th century London; Handel; connections between slavery and music.	
Recent Sample Publications:	<p>Handel's Enemies: or The Life and Lives of George Frideric Handel (under consideration by publisher); "Rode the 12,000? Counting Coaches, People and Errors En Route to the Rehearsal of Handel's Music for the Royal Fireworks at Spring Gardens, Vauxhall in 1749," <i>London Journal</i> 37 (2012): 13-26; "Handel's Students, Two Lovers and a Shipwreck," <i>Early Music</i> 39 (2011): 157-164</p>	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:	0	
Distinctions:	2013-14: Research Leave, UT Austin; 2009: Society for Theatre Research, award; 2006: Music & Letter Trust, grant; 2005: Music & Letters Trust, grant. G.P. Macatee Lectureship, UT Austin; 2004: G.P. Macatee Lectureship, UT Austin	

Butler School of Music**Luisa Nardini****Associate Professor**

Appointment:	2006 Tenured	
Education:	2001 Ph.D., Università degli Studi "La Sapienza" di Roma, Italy	
Academic Experience:	Associate Professor of Musicology with tenure, The University of Texas, Austin, (2012-present); Assistant Professor of Musicology, The University of Texas, Austin (2006-2012); Associate Research Fellow, Columbia University ,Italian Academy for Advanced Studies in America (2004-05); Post-	
Overseas Experience:	Conference presentations in: Italy 1997, 1004, 1999, 2000, 2001, 2007, 2008, 2010, 2011, 2012, 2013, 2014, 2016, 2017, 2018, Hungary 2004, Canada 2003, 2004, 2007, Poland, 2008, Netherlands, 2009, France 2010, Mexico 2015, Sweden 2018, Czech Republic 2017, Ireland 2016	
Language Proficiency:	Italian 5, English 4+, Latin 4, French 1, German 0+	Percentage Dedicated To Area Studies: 98%
Relevant Courses:	Singing chant, Gregorian chant, Medieval music and historical imagination, Medieval music, Latin songs	
# of Courses Since 2014:	4	
Current Research:	Medieval musicology	
Recent Sample Publications:	<i>Interlacing Traditions: Neo-Gregorian Mass Proper Chants in Beneventan Manuscripts</i> (Toronto: Pontifical Institute of Mediaeval Studies—University of Toronto Press, 2016); <i>Intersecting Practices in the Production of Sacred Music</i> , ca. 1400–1650: Proceedings of the Symposium of Studies, Austin, TX, May 2015 (ed.), <i>Journal of the Alamire Foundation</i> 8/2 (2016); "Fitting New Texts into Old Melodies: The Diffusion and Technique of Prosulas for Tracts and Graduals," in the <i>Festschrift for Joseph Dyer</i> , eds. Daniel DiCenso and Rebecca Maloy (Woodbridge, UK: Boydell & Brewer, 2017), 245-268; "The Circulation of Gregorian Chant and the Cult of St Michael in Medieval Southern Italy," in <i>The Oxford Handbook of Music and World Christianities</i> , eds. Suzel Reily and Jonathan Dueck (Oxford: Oxford University Press, 2016), 581-605; "In the Quest of Gallican Remnants in Gregorian Manuscripts," in <i>Music and Censorship</i> , ed. Patricia Hall (Oxford: Oxford University Press, 2017), 7-38, refereed	
# of Recent Publications:	6	
Dissertations/Theses Supervised in Past Five Years:	2 MM; 14 DMA	
Distinctions:	American Council for Learned Societies, Humanities Institute, UT Austin Humanities Institute at The University of Texas Fellowship, Fall 2017. American Council of Learned Societies Fellowship, 2018. Butler Faculty Development Grant, 2013, 2014, 2015, 2016. Creative Research Assignment, The University of Texas, Austin, 2016-2017. Faculty Research Assignment, The University of Texas Austin, 2013-2014. Grace Hill Milam Centennial Fellowship in Fine Arts for 2012-2013	

Butler School of Music**Guido Olivieri****Senior Lecturer**

Appointment:	2006 Lecturer	
Education:	2005 Ph.D., University of California, Santa Barbara	
Academic Experience:	Senior Lecturer. Musicology Division. The University of Texas at Austin. School of Music. (2013 - present); Lecturer. Musicology Division. The University of Texas at Austin. School of Music. (2006 - 2013); Visiting Assistant Professor. University of Michigan (Ann Arbor). School of Music. (2005	
Overseas Experience:	International Conference Music Improvisation in the Baroque Era. Lucca (Italy). Keynote Speaker. (2017, May) International Conference The Italian violin Tradition (1650-1850). Faenza (Italy) (2017, April) International Conference I Bononcini: Da Modena all'Europa. Modena (Italy) (2016, December)	
Language Proficiency:	Italian 5, English 4+, French 3, Spanish 2	Percentage Dedicated To Area Studies: 90%
Relevant Courses:	Advanced History of Music: The Eighteenth Century, History of the Concerto in the Eighteenth-Century, History of the Sonata in the Eighteenth-Century, Sacred Music of the Eighteenth Century, Advanced History of Music: Renaissance, Advanced History of Music: Baroque, Performance Practice from Corelli to Mozart, Early Violin Repertory and History	
# of Courses Since 2014:	5	
Current Research:	18th-century Music Archival Studies	
Recent Sample Publications:	Guido Olivieri and Marc Vanscheeuwijck, eds. Arcomelo 2013. <i>Studi in occasione del terzo centenario della nascita di Arcangelo Corelli</i> . Lucca, Libreria Musicale Italiana (2015). <i>A. Corelli Le sonate da camera di Assisi. Critical Edition</i> . With E. Gatti. (Lucca, Libreria Musicale Italiana, 2015), 7-22. Review: A. Sanguineti in <i>Notes</i> 73 no. 4 (2017): 770-73. Articles (selected): "Stylistic Transformations in Neapolitan Instrumental Music of the Late Seventeenth Century." In <i>Music in Transition</i> (Boydell and Brewer, forthcoming). "Toward a Critical edition of Il matrimonio segreto by Bertati-Cimarosa: History, Sources and Documents." In <i>Commedia e musica al tramonto dell' Ancien Régime. Cimarosa, Paisiello e i maestri europei</i> . (LIM, 2017). "Stylistic Influences of Arcangelo Corelli's Music on the Neapolitan Violin Sonata Repertory," <i>Basler Jahrbuch für Historische Musikpraxis</i> 37 (2016): 211-36	
# of Recent Publications:	5	
Dissertations/Theses Supervised in Past Five Years:	1 DMA Thesis; about 15 DMA documents	
Distinctions:	Robert M. Trotter Visiting Distinguished Professor - University of Oregon. February 2018. Services for Students with Disabilities Appreciation Award (Spring 2016; Spring 2017) College of Fine Arts Distinguished Teaching Award (nomination). The University of Texas at Austin (2016). The Walter and Gina Ducloux Fine Arts Faculty Fellow Endowment. The University of Texas at Austin (2015)	

Butler School of Music**Sonia Seeman****Associate Professor**

Appointment:	2006 Tenured	
Education:	2002 Ph.D., UCLA	
Academic Experience:	2002-2004 Postdoctoral Teaching Fellow UC Santa Barbara; 2004-2006 Lecturer, UC Santa Barbara; 2006-2012 Assistant Professor; 2013-present Associate Professor	
Overseas Experience:	Fulbright IEE grant 1985-1987 Macedonia; research on Romani communities; Fulbright-Hayes Dissertation grant 1995-1997 Research in Turkey on Romani communities; SSRC-NMERTA; Dissertation Grant 1997-1999 Research in Turkey on Romani communities; NMERTA conference presentation in Tunis, Tunisia; Lectures and Conferences in Turkey: 2005; 2012	
Language Proficiency:	Turkish 3-4, Macedonian 2-3, Bulgarian, Serbian 1	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Introduction to Music in World Cultures, Music and Culture	
# of Courses Since 2014:	2	
Current Research:	Ethnomusicology; Southeastern Europe; Turkey	
Recent Sample Publications:	In press <i>Sounding Roman: Representation and Performing Identity in Western Turkey</i> . Oxford; New York City: Oxford University Press. 2012	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	15	
Distinctions:	Provost Teaching Fellow 2014-2016; Teaching Award - Butler School of Music 2010; ASCAP Foundation Deems Taylor/Virgil Thomson Award, 2016	

Butler School of Music**Michael C. Tusa****Professor**

Appointment:	1981 Tenured	
Education:	Ph.D., Princeton University, 1983	
Academic Experience:	Instructor: 1981-1983, Assistant Professor: 1983-1987, Associate Professor: 1987-1997, Professor: 1997-present	
Overseas Experience:	Conference presentation in Japan, 2017 (International Musicological Society); Research in Austria, 2016, 2011, 2010	
Language Proficiency:	German 4, French 3, Italian 2+	Percentage Dedicated To Area Studies: 90%
Relevant Courses:	Piano music of the German Romantics, Piano music of Chopin and Liszt, German Opera from Mozart to Berg, Italian Opera from Rossini to Puccini, Wagner Studies, Topic 5. Advanced Studies in the History of Music. The Nineteenth Century	
# of Courses Since 2014:	4	
Current Research:	19th-century European art music and opera, with particular focus on German opera, the music of Beethoven, and piano music	
Recent Sample Publications:	"Mime, Meyerbeer and the Genesis of Der junge Siegfried: New Light on the 'Jewish Question' in Richard Wagner's Work," <i>Cambridge Opera Journal</i> 26, no. 2 (July 2014): 113-146. Book review of: Nicholas Vazsonyi, ed. <i>Cambridge Wagner Encyclopedia</i> . Cambridge: Cambridge University Press, 2013.	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	1 PhD (in progress, on Mahler); 1 MM report (on Beethoven)	
Distinctions:	Elected Secretary of the American Musicological Society	

Butler School of Music**Andrew Dell'Antonio****Professor**

Appointment:	1997 Tenured	
Education:	1991 Ph.D., University of California at Berkeley	
Academic Experience:	2012-Present: Associate Dean; 2012-Present: Distinguished Teaching Professor; 2010-2012: Professor; 2003-2010: Associate Professor; 1997-2003: Assistant Professor	
Overseas Experience:	Conference presentation in Switzerland (2016), France (2009), Belgium (2002), Italy (2001), England (2000, 1997); Research in Italy (2001-2002)	
Language Proficiency:	Italian - 5, French 3+, German - 2	Percentage Dedicated To Area Studies: 80%
Relevant Courses:	Introduction to Western Music; Music and Culture; Music History 1; Monteverdi and his World, Opera: the First Century, Telemann and Bach; Topics in Baroque Music; Gender, Status, and Identity in Early Modern Music; From Madrigal to Monody	
# of Courses Since 2014:	4	
Current Research:	Musical culture in Early modern Europe, especially the Italian peninsula; Music and disability studies	
Recent Sample Publications:	"Listening as Noble, Spiritual, Manly Understanding." In Theodora Psychoyou, ed., <i>Le comparatisme comme stratégie discursive dans les écrits sur la musique au xviii^e siècle</i> . Wavre, Belgium: Mardaga, forthcoming. Co-Author, <i>The Enjoyment of Music: Third Essential Listening Edition</i> . New York: WW Norton, 2016. "No Musicking About Us Without Us!" (with Elizabeth Grace) colloquy "On the Disability Aesthetics of Music." <i>Journal of the American Musicological Society</i> 69 (2016) 525-563. "State of the Field: Performances of Identity in Early Modern Italian Music." <i>I Tatti Studies</i> 18:1 (2015), 23-31. "Music and Postmodernism." <i>New Grove Dictionary of American Music</i> (Revised), 2014. <i>Listening as Spiritual Practice in Early Modern Italy</i> . Berkeley: University of California Press, 2011	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	5	
Distinctions:	Elected to the Academy of Distinguished Teachers, University of Texas, Austin, Spring 2012 William David Blunk Memorial Professorship (in recognition of undergraduate teaching/mentoring), University of Texas, Austin, 2010 – 2011 Texas Exes Faculty Teaching Award, University of Texas, Austin, 2011	

Classics**Deborah Beck****Associate Professor**

Appointment:	2009 Tenured	
Education:	1997 Ph.D., Harvard University	
Academic Experience:	2009-15, Assistant Professor; 2015-present, Associate Professor	
Overseas Experience:	2016: conference presentations in Italy (June) and Switzerland (September); 2017: visiting resch fellow, St. Anne's College, Oxford University (April-June); 2018 (expected): digital humanities workshop in Germany (fall)	
Language Proficiency:	Greek 4+, French 1+, Spanish 1+, Italian 1+, Hebrew 1+	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	All courses are in language and literature of ancient European countries, mainly Greece	
# of Courses Since 2014:	4	
Current Research:	Classical epic poetry, digital humanities	
Recent Sample Publications:	"The Voice of the Seer in the Iliad and the Odyssey," in <i>Voice and Voices in Antiquity</i> , Slater, N., ed. (Leiden: Brill, 2017); "Simile Structure in Homeric Epic and Vergil's Aeneid," in <i>Between Orality and Literacy: Communication and Adaptation in Antiquity</i> , Scodel, R., ed. (Leiden: Brill, 2014); "Expressive Narration in Apollonius' Argonautica." <i>Syllecta Classica</i> 25 (2014); "The First Simile of the Aeneid." <i>Vergilius</i> 60 (2014)	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	2 dissertations; 4 M.A. theses	
Distinctions:	UT Austin Humanities Research Award, 2017-20, Homeric Studies fellow, Center for Hellenic Studies, Fall 2016 two-time NEH award winner (fellowship, 2004; summer stipend, 2014)	

Classics**Cristina Carusi****Assistant Professor**

Appointment:	2018 Tenure-Eligible	
Education:	2006 Ph.D., Scuola Normale Superiore, Pisa, Italy	
Academic Experience:	Assistant Professor, Department of Classics, UT Austin: Aug. 2013 - present	
Overseas Experience:	Several overseas conference presentations in the last five years (2013-2017). Overseas research in the past five years (2013-2017): Visiting Scholar, Scuola Normale Superiore, Summer 2017; Visiting Scholar, University of Parma, Spring 2016; Visiting Scholar, Scuola Normale Superiore, Fall 2015	
Language Proficiency:	Modern languages: Italian 5, English 4+, French 4+, Spanish 1+, German 1+, Modern Greek 1+ Ancient languages: Greek 4+, Latin 4+	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Xenophon's Anabasis, The Economies of the Greek Cities, Archaic and Classical Greece, Classical Historiography and Greek Prose, Classical Historiography and Greek Prose, Alexander and the Hellenistic World, and Alexander the Great 2016, Epigraphy and the Economy of the Greek Cities, Against Neaira	
# of Courses Since 2014:	4	
Current Research:	Ancient Greek History	
Recent Sample Publications:	"Vita humanior sine sale non quit degere: Demand for Salt and Salt Trade Patterns in the Ancient Greek World," <i>The Ancient Greek Economy, Markets, Households and City-States</i> , ed. by E.M. Harris, D.M. Lewis, M. Woolmer, Cambridge University Press 2016: 337-355; "Athenian Economy," <i>Oxford Bibliographies in Classics</i> , ed. by D. Clayman, Oxford University Press, New York 02.25.2016; "exetazo", <i>Lexicon historiographicum graecum et latinum (LHG&L)</i> , III (b-z), ed. by C. Ampolo, U. Fantasia, L. Porciani, Edizioni della Normale, Pisa 2015:143-147; "diastole", <i>Lexicon historiographicum graecum et latinum (LHG&L)</i> , III (b-z), ed. by C. Ampolo, U. Fantasia, L. Porciani, Edizioni della Normale, Pisa 2015: 60-62; P. Martzavou and N. Papazarkadas (eds.), <i>Epigraphical Approaches to the Post-Classical Polis. Fourth Century BC to Second Century AD</i> . Oxford University Press 2013; Sehepunkte 15 (2015)	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	1	
Distinctions:	Comparative Political Studies (CPS) Journal Extraordinary Reviewer Award (2016); 2013 Emerging Scholar Award given by the American Political Science Association (APSA) section on Political Organizations and Parties; 2013 Jack Walker Outstanding Article Award for "Government versus Opposition at the Polls: How Governing Status Changes the Impact of Policy Positions," (coauthored with Kathleen Bawn) given by the American Political Science Association (APSA) section on Political Organizations and Parties; 2012-2013 Max Weber Fellowship, European University Institute, Florence, Italy (declined)	

Classics**Lesley Dean-Jones****Associate Professor**

Appointment:	1987 Tenured	
Education:	1986 Ph.D., Stanford University	
Academic Experience:	Associate Professor at UT Austin, September 1994-present; Assistant Professor at UT Austin, July 1987-August 1994; Fellow at the Institute for the Humanities, University of Michigan, October-November 1990; Instructor at Barnard College, Columbia University, August 1986-June 1987	
Overseas Experience:	Visiting International Research Fellow, University of Exeter, UK, April-May 2018 Resident Researcher, Fondation Hardt, Geneva, Switzerland, March-April 2018 Humboldt Research Fellow, Humboldt Universität, Berlin, June-July 2012 Conference participant: UK 2018, 2014, 2011, 2005, 2004 ; Greece 2016; France 2012; Germany 2012; Netherlands 2005; Australia 2002; Canada 1992, 1984	
Language Proficiency:	Ancient Greek 4, Latin 4, French 2, Modern Greek 1, German 0, Italian 0	Percentage Dedicated To Area Studies: 60%
Relevant Courses:	Introduction to Ancient Greece, Introduction to Classical Mythology, Many courses on Ancient Greek Medicine, Women in Ancient Greece and Rome, Greek and Latin Literature, History and Philosophy	
# of Courses Since 2014:	3	
Current Research:	Ancient Greek Medicine	
Recent Sample Publications:	<i>Historia Animalium X: Aristotle's Endoxon, Topos and Dialectic on Ὑπερ τοῦ μὴ γεννᾶν</i> , Translation, Introduction & Commentary (Cambridge: Cambridge University Press, forthcoming) "Galen and the culture of dissection," in <i>Historiography, Culture and Religion in Classical Antiquity: Papers in Honor of Carin M.C. Green</i> , ed. Sinclair Bell & Lora Holland (Oxford: Archaeopress, forthcoming). "The Hippocratic physician and the female patient," in <i>The Cambridge Companion to the Hippocratics</i> , ed. Peter Pormann (Cambridge: Cambridge University Press, forthcoming). "Aristotle's heart and the heartless man," in <i>The Comparable Body</i> , ed. John Wee (Leiden: Brill 2017), 122-41. "The child patient of the Hippocratics: early pediatrics?" in <i>Oxford Handbook on Childhood in Antiquity</i> , ed. Tim Perkins and Judith Evans Grubbs (Oxford: Oxford University Press, 2013)	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	2	
Distinctions:	Visiting International Scholar Fellowship, University of Exeter, May 2018; Humboldt Research Fellowship, June-July 2012 Loeb Foundation Award, September 2008-May 2009; ACLS Recent Recipient's Fellowship, September 1989-May 1990; Women's Classical Corpus Award for best article written from a feminist perspective for "Politics of Pleasure", December 1994	

Classics**Jennifer Ebbeler****Associate Professor**

Appointment: 2002 Tenured

Education: 2001 Ph.D., University of Pennsylvania

Academic Experience: 2002-2009: Assistant Professor; 2009-present: Associate Professor

Overseas Experience: I have been on medical leaves and dealing with serious illness for 3 years. From 2002-2014, I presented papers and collaborated with colleagues annually in England, Italy, Germany, Spain, Poland

Language Proficiency: Latin 5, Ancient Greek 5, German 3, Italian 2, French 1 **Percentage Dedicated To Area Studies:** 100%

Relevant Courses: Advanced Latin, Pagans and Christians in the Late Roman Empire, Introduction to Ancient Rome, Roman Africa, Nero, Ovid, Augustine's Confessions

of Courses Since 2014: 4

Current Research: Ancient Roman history; late Antiquity; Western Christianity 2nd-5th c. CE. Latin literature

Recent Sample Publications: *Disciplining Christians: Correction and Community in Augustine's Letters; Pagans and Christians in the Later Roman Empire: An Intermediate Latin Reader; "Linus as a Figure for Pastoral Poetics in Vergil's Eclogues"* (forthcoming Helios); "Letters," in *Oxford Handbook of Roman Studies*, eds. A. Barchiesi and W. Scheidel (forthcoming)

of Recent Publications: 2

Dissertations/Theses Supervised in Past Five Years:

Distinctions:

Classics**Karl Galinsky****Professor**

Appointment: 1966 Tenured

Education: 1966 Ph.D., Princeton University

Academic Experience: 1972- Present: Professor, 1968-1972: Associate Professor; 1966-1968: Assistant Professor

Overseas Experience: Max-Planck International Research Prize project in Germany (2009-2014); Humboldt Senior Fellowship at FU Berlin (1992/3); Visiting Professor in Germany (1998), New Zealand (1994), and Argentina (1998); American Academy in Rome; numerous lectures and conference keynotes and presentations in Australia, New Zealand, Argentina, Russia, U.K., and Europe

Language Proficiency: German 5, English 5, Italian 4, French 2+, Spanish 2 **Percentage Dedicated To Area Studies:** 100%

Relevant Courses: Age Of Augustus, Roman Religion, Ancient Greece, Horace, Greece/Rome: Film And Reality

of Courses Since 2014: 3

Current Research: Ancient Rome

Recent Sample Publications: Books: *Augustus. Sein Leben als Kaiser* (Philipp von Zabern Verlag, Sept. 2013); Ed., *Memoria Romana: Memory in Rome and Rome in Memory*. Suppl. vol. 10 of *Memoirs of the American Academy in Rome*, pp. xiv and 193 with 38 ills. (Univ. of Michigan Press 2014); Ed. with K. Lapatin, *Cultural Memories in the Roman Empire* (Getty Museum Publications, Los Angeles, Dec. 2015), pp. xi and 304 with 146 color and b/w ills.; Ed., *Memory in Ancient Rome and Early Christianity* (Oxford Univ. Press, U.K., Jan. 2016), pp. xiv and 406 with 23 b/w ills. Articles/Chapters: "La costruzione del mito augusteo: some construction elements," in M. Labate and G. Rosati, eds, *La costruzione del mito augusteo* (Heidelberg 2013) 29-47. "Roman Imperial Religion," in *The Oxford Encyclopedia of the Bible and Archaeology* (Oxford 2013) 259-264. Several entries, incl. "Hercules", in R.F. Thomas and J. M. Ziolkowski, eds., *The Virgil Encyclopedia* (Wiley-Blackwell 2014). "Introduction" to *Memoria Romana* (2014)

of Recent Publications: 5

Dissertations/Theses Supervised in Past Five Years: 2

Distinctions: Max-Planck Intern. Research Prize; Guggenheim Fellowship; ACLS Fellowship; von Humboldt Fellowship; NEH Fellowship, Honor. Doctor Phil. from Ruhr Universität Bochum (2011)

Classics**Thomas K. Hubbard****Professor**

Appointment:	1985 Tenured	
Education:	1980 Ph.D., Yale University, Classics	
Academic Experience:	Visiting Assistant Professor of Classics, Bard College (1980-1). Assistant Professor of Classical Studies, Skidmore College (1982-4). Visiting Assistant Professor of Classical Studies, University of Minnesota (1984-5). Visiting Lecturer in Classics, University of Texas (1985-6)	
Overseas Experience:	Alexander von Humboldt Fellowship, Free University of Berlin (1995-96). Alexander von Humboldt Resumption Fellowship, Free University of Berlin (Spring 2003). Conference presentations in Canada (1987, 1991, 1997, 2003, 2004, 2006, 2010, 2011, 2014, 2015, 2016, 2017, 2018). university lectures and conference presentations in Germany (1996, 1999 2003, 2008, 2015). university lectures and conference presentations in Greece (2003, 2004, 2006,	
Language Proficiency:	German 3, French 2, Italian 1, Ancient Greek 4, Latin 4	Percentage Dedicated To Area Studies: 90%
Relevant Courses:	Introduction to Ancient Greece, Classical Mythology, Greek & Latin language courses.	
# of Courses Since 2014:	4	
Current Research:	Greek literature, ancient sexuality	
Recent Sample Publications:	<i>Censoring Sex Research: The Debate over Male Intergenerational Relations</i> (Walnut Creek: Left Coast Press, 2013) xxix+304pp., collection co-edited with Beert Verstraete. <i>A Companion to Greek and Roman Sexualities</i> (Malden, MA: Wiley-Blackwell, 2014) xxviii+652pp, edited collection. entries on "Ganymede" and "Pederasty" in R. F. Thomas & J. Ziolkowski (eds.), <i>The Virgil Encyclopedia</i> (Malden: Wiley-Blackwell, 2013) 521-22, 983-85. "Introduction," and "The Sex Offender System: Punishing homo sacer, the New Internal Enemy," forthcoming in B. Verstraete & T. K. Hubbard (eds.), <i>Censoring Sex Research: The Debate over Male Intergenerational Relations</i> (Walnut Creek: Left Coast Press, 2013) xvii-xxix, 251-78. "Peer Homosexuality," and (with M. Doerfler) "From Ascesis to Sexual Renunciation," in T. K. Hubbard (ed.), <i>A Companion to Greek and Roman Sexualities</i> (Malden: Wiley-Blackwell, 2014) 128-49, 164-83	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	2 Ph.D. dissertations, 1 M.A. thesis, 1 senior honors thesis	
Distinctions:	National Endowment for the Humanities Fellowship for University Teachers, and Visiting Fellow, Cornell University (1987-8). National Endowment for the Humanities Summer Fellowship (Summer 1992). Alexander von Humboldt Fellowship, Free University of Berlin (1995-96). Member, Institute for Advanced Study, Princeton (Fall 2002). Alexander von Humboldt Resumption Fellowship, Free University of Berlin (Spring 2003)	

Classics**Thomas Palaima****Professor****Department Chair (Acting)**

Appointment:	1986 Tenured	
Education:	1994 Ph.D., University of Uppsala, <i>honoris causa</i>	
Academic Experience:	1991-Present: Raymond F. Dickson Centennial Professor, 1986-Present: Director, PASP, 1994-98: Chair, Department of Classics, UT Austin	
Overseas Experience:	Fulbright Professorship, Universidad Autonoma de Barcelona, February-June 2007; Visiting Professor, University of Uppsala, April-May 1992; Fulbright Gatsprofessor, Institut für alte Geschichte, University of Salzburg, 1992-93	
Language Proficiency:	Greek (Modern and Ancient) 4+, Latin 4+, Spanish 3+, French 3+, German 3+	Percentage Dedicated To Area Studies: 80%
Relevant Courses:	The History of Aegean Prehistory; Hittite and Mycenaean Culture Through Texts; Stories of War; Greek and Roman Culture; Mythology; Greek Myths and Our Lives; Greek Literary and Historical Texts of War and Violence.	
# of Courses Since 2014:	3	
Current Research:	Aegean scripts and prehistory, Greek language, war and violence studies, public intellectual writing	
Recent Sample Publications:	"Robert Graves's War Poems," in Roger Louis ed., <i>Irrepressible Adventures with Britannia</i> (2013); Co-written with Larry Tritle, "The Legacy of War in the Classical World," in Brian Campbell and Larry Tritle eds., <i>The Oxford Handbook of Warfare in the Classical World</i> (Oxford University Press, 2013): 726-742; "Tom Palaima on the Power of Mentors," <i>Times Higher Education</i> 14 Nov 2013	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:	2014: Oscar Broneer National Traveling Lecturer, Archaeological Institute of America; 2007: Fulbright Professorship, Universidad Autonoma de Barcelona; 2007: Society of Antiquaries of London, elected a fellow; 2005: Chad Oliver Teaching Award, Plan II Honors Program, UT Austin	

Classics**Paula Perlman****Professor**

Appointment:	1984 Tenured	
Education:	1984 Ph.D., University of California, Berkeley	
Academic Experience:	2006-Present: Professor, 1992-06: Associate Professor, 1984-92: Assistant Professor, UT Austin; 2000-01: Whitehead Professor, American School of Classical Studies, Athens, Greece.	
Overseas Experience:	2000-2001: Whitehead Professor, American School of Classical Studies, Athens, Greece; Presentations in Stockholm (2009), Denmark (2004), Crete (2003), Greece (2000).	
Language Proficiency:	Spanish 4+, Modern Greek 4+, Ancient Greek 4+, Latin 4+, Italian 3+, German 3+, French 3+	Percentage Dedicated To Area Studies: 90%
Relevant Courses:	Graduate Survey of Greek History; Attic Prose and Athenian Society; History of Greece 404-246 B.C.; Writing Ancient History Today.	
# of Courses Since 2014:	2	
Current Research:	Greek history of the Archaic and Classical periods, Greek historiography, ancient law, ancient religion, Greek.	
Recent Sample Publications:	"Of battle, booty, and citizen women. A 'new' inscription from Axos, Crete," <i>Hesperia</i> 2009; "Imagining Crete," in M.H. Hansen (ed.) <i>The Imaginary Polis. Acts of the Copenhagen Polis Centre vol. 7</i> (2005): 282-334; <i>Inventory of the Greek Poleis</i> (Oxford University Press)	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:	5	
Distinctions:	2005, 1988-89: NEH; 1996-1997: American School in Athens	

Classics**Adam Rabinowitz****Associate Professor**

Appointment:	2004 Tenured	
Education:	2004 Ph.D., University of Michigan	
Academic Experience:	2014-Present: Associate Professor, 2006-2014: Assistant Professor, 2004-2006: Lecturer, Department of Classics, UT Austin; 2004-Present: Assistant Director, Institute of Classical Archaeology, UT Austin	
Overseas Experience:	Field Co-Director, Excavations at the Tauric Chersonesos, Sevastopol, Ukraine, 2004-2006; Workshop organizer at Chersonesos, 2007, 2008, 2011; Publications coordination at Chersonesos, 2009	
Language Proficiency:	French 4+, Italian 4+, Russian 4, German 3+, Ancient Greek 4+, Latin 4+	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Tales of the Trojan War: From Bronze Age to Silver Screen; Food, Health, and Culture in the Ancient Mediterranean; Introduction to Ancient Greece; Beginning Greek II	
# of Courses Since 2014:	3	
Current Research:	Greek colonization, culture-contact, ancient food and drink, archaeology of daily life	
Recent Sample Publications:	Review of "Brisart, Un art citoyen. Recherches sur l'orientalisation des artisanats en Grèce proto-archaïque (Académie Royale de Belgique, 2011)," <i>Journal of Hellenic Studies</i> 133 (2013): 262-263; Review of "Stolba and Rogov, Panskoye I, Volume 2: The Necropolis. Archaeological investigations in Western Crimea (Aarhus University Press, 2012)," <i>Bryn Mawr Classical Review</i> 2013	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:	1	
Distinctions:	2013: University of Texas Summer Research Assignment; 2011: Trust for Mutual Understanding Grant for workshop at Chersonesos; 2009-10: University of Texas Liberal Arts Instructional Technology Grant; 2009-10: Loeb Classical Library Foundation Grant; 2010: University of Texas College Research Fellowship	

Classics**Andrew M Riggsby****Professor**

Appointment:	1993 Tenured	
Education:	1993 Ph.D., University of California, Berkeley	
Academic Experience:	Aug. 1993, "August 2015. University of Texas at Austin. Assistant Professor to Professor of Classics, and (from June 2006, by courtesy) of Art and Art History. From Sept. 2015. University of Texas at Austin. Lucy Shoe Meritt Professor in Classics and (by courtesy) Professor of Art History	
Overseas Experience:	Fellow at the American Academy in Rome 2010-11, Other extended research trips to Italy in 1994, 2016, 2017, Conference papers in Exeter 1994, Manchester 2000, 2014, Madrid 2003, Edinburgh 2007, 2014, Rome 2011, 2013, 2017, Berlin 2013, Dublin 2016, St. Andrews 2017	
Language Proficiency:	Italian 2, German, French, Spanish 1	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	History of Rome: the Republic, History of Rome: the Empire, Literacy and Numeracy in the Ancient World, Roman law	
# of Courses Since 2014:	3	
Current Research:	Ancient Roman history	
Recent Sample Publications:	"Cicero's Use of Documentary Evidence," forthcoming in K. Sandberg & C. Smith (edd.), OMNIUM ANNALIUM MONUMENTA. HISTORICAL WRITING AND HISTORICAL EVIDENCE IN REPUBLICAN ROME (Brill 2017). "Politics and Geography," in L. Grillo and C. Krebs (edd.), Cambridge Companion to the Writings of Julius Caesar (Cambridge Univ. Press 2017). "criminal law, Roman," in S. Goldberg (Ed.). Oxford Classical Dictionary5 (Oxford Univ. Press), DOI: 10.1093/acrefore/9780199381135.013.8153. "Public and Private Criminal Law," pp. 310-21 in P. du Plessis, C. Ando, and K. Tuori (edd.), Oxford Handbook of Roman Law and Society (Oxford Univ. Press 2016). "Vitruvius and the Limits of Proportion," <i>Arethusa</i> 49 (2016) 281-297. "Tyrants, Fire, and Dangerous Things," pp. 111-28 in G. Williams and K. Volk (edd.), <i>Roman Reflections</i> (Oxford Univ. Press 2015). "Legal Education," pp. 444-51 in W. M. Bloomer (ed.), <i>Blackwell Companion to Ancient Education</i> (Blackwell 2015)	
# of Recent Publications:	5	
Dissertations/Theses Supervised in Past Five Years:	3 (2 more currently in progress)	
Distinctions:	National Endowment for the Humanities/Roger A. Hornsby Post-Doctoral Rome Prize, 2010-2011 Association of American Publishers, Professional/Scholarly Publishing Division 2006 Award for Excellence, Classics and Ancient History	

Classics**Rabun Taylor****Professor**

Appointment:	2007 Tenured	
Education:	1997 Ph.D., University of Minnesota, Classical Studies	
Academic Experience:	2017-Present: Professor; 2011-2017: Associate Professor; 2007-2011: Assistant Professor	
Overseas Experience:	Summer fieldwork in Italy (yearly, 2009-2017); conference presentation in France (2016); conference presentation in Switzerland (2014); forthcoming conference presentation in Germany (2018)	
Language Proficiency:	Italian 2, Spanish 2, Latin 3, Ancient Greek 2	Percentage Dedicated To Area Studies: 80%
Relevant Courses:	Introduction to Ancient Rome, Introduction to Greek Archaeology, Introduction to Roman Archaeology, Pompeii, Topography and Monuments of Ancient Rome, Water and the Roman City	
# of Courses Since 2014:	4	
Current Research:	Roman Art, Archaeology, and Urbanism	
Recent Sample Publications:	<i>Rome: An Urban History</i> . With Katherine Rinne. Cambridge University Press. 2016; "The Soft-Core City: Rome and the Wandering Tiber," in <i>River Cities Past and Present</i> , ed. Thasa Way and John Beardsley (Dumbarton Oaks), in proof; "New Wine for Old Bottles: New Research on the Sources of the Aqua Traiana," with Giovanni Isidori, Edward O'Neill, Michael O'Neill, and Katherine Rinne, <i>The Waters of Rome</i> 9 (January 2016), http://www3.iath.virginia.edu/waters/article.html ; "Roman Neapolis and the Landscape of Disaster," <i>Journal of Ancient History</i> 3 (2015), 282-326; "The Temple of the Dioscuri and the Origins of Neapolis," in <i>Remembering Parthenope: Reception of Classical Naples from Antiquity to the Present</i> , ed. Claudio Buongiovanni and Jessica Hughes (Oxford University Press, 2015)	
# of Recent Publications:	5	
Dissertations/Theses Supervised in Past Five Years:	4	
Distinctions:	Spring 2013: Liberal Arts Council Faculty Endowment Award, University of Texas-Austin	

Classics**Stephen A. White****Professor**

Appointment:	1990 Tenured		
Education:	1987 Ph.D., University of California, Berkeley, Classics		
Academic Experience:	Assistant Professor 1988-1995; Associate Professor 1995-2005; Professor: 2005-date		
Overseas Experience:	conference papers in Cyprus (2001), England (2003, 2004, 2006, 2007, 2010, 2013), France (2008), Germany (1999, 2011, 2016), Greece (2005, 2014, 2017), Hungary (1997), Italy (2015), Scotland (2016)		
Language Proficiency:	Ancient Greek 4+, Latin 3+, French 3, Italian 2, Spanish 2, German 1	Percentage Dedicated To Area Studies:	90%
Relevant Courses:	Values/Leadership in Ancient World, Classical Civilization, Latin		
# of Courses Since 2014:	3		
Current Research:	Ancient Greek philosophy and literature		
Recent Sample Publications:	1. "Phaenias in the Mirabilia Tradition: From 'Antigonus' to Callimachus" in <i>Phaenias of Eresos: Text, Translation, and Discussion</i> = RUSCH vol. 19, ed. O. Hellmann and D. Mirhady (Transaction: New Brunswick 2015) 171-99; 2. "Intrinsic Worth of Others in the Peripatetic Epitome (Doxography C)" in <i>Arius Didymus on Peripatetic Ethics, Household Management, and Politics</i> = RUSCH vol. 20, ed. W.W. Fortenbaugh (Routledge: London 2017) 123-60; 3. "Diogenes Laertius and Philosophical Lives" in Oxford Handbook of Ancient Biography, ed. K. Temmerman (Oxford University Press: Oxford 2018); 4. "The Origins of Philosophy on Rhodes" in Greek Moral and Political Philosophy: Proceedings of the 29th International Conference of Philosophy, ed. K. Boudouris (Ionia: Athens forthcoming); 5. "Good Citizenship in Aristotle" in Philosophie für die Polis, ed. C. Riedweg (de Gruyter: Berlin 2018)		
# of Recent Publications:	4		
Dissertations/Theses Supervised in Past Five Years:	2		
Distinctions:	NA		

English**Samuel Baker****Associate Professor**

Appointment:	2001 Tenured		
Education:	2001 Ph.D., University of Chicago, English Language and Literature		
Academic Experience:	2009-Present: Associate Professor, 2001-09: Assistant Professor, UT Austin; 1997-01: Instructor, University of Chicago		
Overseas Experience:	Presentations in Scotland (2008), Italy (2008), and UK (2007)		
Language Proficiency:	French 3, Latin 3	Percentage Dedicated To Area Studies:	100%
Relevant Courses:	Introduction to Greek Political Thought; Introduction to French Literature: Middle Ages-18th Century; Medieval and Renaissance Stories; Introduction to British Studies		
# of Courses Since 2014:	4		
Current Research:	Samuel Prout, Elizabeth Bishop, and Raul Ruiz		
Recent Sample Publications:	<i>Written on the Water: British Romanticism and the Maritime Empire of Culture</i> (The University of Virginia Press, 2010); "The Transmission of Affect: Philosophy, Feeling, and the Media of Udolpho," in <i>Political Emotions: Affect and the Public Sphere</i> , eds. Janet Staiger, Ann Cvetkovich, and Ann Reynolds (Routledge, 2010)		
# of Recent Publications:	0		
Dissertations/Theses Supervised in Past Five Years:	3		
Distinctions:	2009: Fellowship, The School of Criticism and Theory, Cornell University; 2008-09: National Endowment for the Humanities (NEH) Digital Humanities Start-Up Grant; 2007: Raymond Dickson Centennial Endowed Fellowship Teaching Award, UT Austin; 2008-09: Fellow, Cornell University Society for the Humanities		

English**Janine Barchas****Professor**

Appointment:	2002 Tenured		
Education:	1995 Ph.D., University of Chicago, English Language and Literature		
Academic Experience:	2013-Present: Professor, 2006-2013: Associate Professor, 2002-2006: Assistant Professor, UT Austin; 2001: Senior Lecturer, 1997-2000: Lecturer, University of Auckland, New Zealand.		
Overseas Experience:	1997-2001: Teaching at University of Auckland, New Zealand; Summer 2014: Director, Oxford Summer Program, UT Austin		
Language Proficiency:	Dutch 4+, German 3, French 2+	Percentage Dedicated To Area Studies:	100%
Relevant Courses:	Major Writers of the Restoration and Eighteenth Century; The English Novel in the Eighteenth Century		
# of Courses Since 2014:	2		
Current Research:	Eighteenth-century literature and culture, the British novel, book history, textual studies, Jane Austen		
Recent Sample Publications:	<i>Matters of Fact in Jane Austin</i> (John Hopkins University Press, 2012); "What Jane Saw," <i>A digital humanities website that reconstructs a London Museum exhibition from 1813</i> ; <i>Graphic Design, Print Culture, and the Eighteenth-Century Novel</i> (Cambridge University Press, 2003)		
# of Recent Publications:	0		
Dissertations/Theses Supervised in Past Five Years:	4		
Distinctions:	2007-08: ACLS; 2005: Alpha of Texas Award for Distinction in Teaching; 2004: Society for the History of Authorship, Reading, and Publishing Book History Prize for Best Book of 2003, awarded for <i>Graphic Design, Print Culture, and the Eighteenth-Century Novel</i>		

English**J.K. Barret****Associate Professor**

Appointment:	2008 Tenured		
Education:	2008 Ph.D., Princeton University, English		
Academic Experience:	2016-Present: Associate Professor; 2009-2016: Assistant Professor; 2008-2009: Postdoctoral Fellow and Lecturer		
Overseas Experience:	Conference Presentation in Germany (2015), Italy (2010); Research in England (2011)		
Language Proficiency:	Spanish 4, Italian 2+, French 2+	Percentage Dedicated To Area Studies:	100%
Relevant Courses:	World Literature, Renaissance Poetry, Elizabethan Poetry and Prose		
# of Courses Since 2014:	3		
Current Research:	Renaissance literature		
Recent Sample Publications:	<i>Untold Futures: Time and Literary Culture in Renaissance England</i> . Cornell University Press, 2016. Articles: "Time and Media," in <i>Time and Literature</i> (Cambridge Critical Concepts), ed. Thomas Allen. Cambridge: Cambridge University Press. (forthcoming January 2018; 6,700 words). "Enduring 'Injurious Time': Alternatives to Immortality and Proleptic Loss in Shakespeare's Sonnets," in <i>Shakespeare's Sonnets: The State of Play</i> , eds. Hannah Cawforth and Elizabeth Scott-Bauman. London, UK: Bloomsbury Books, The Arden Shakespeare (2017): 137-56. "The Crowd in Imogen's Bedroom: Allusion and Ethics in Cymbeline," <i>Shakespeare Quarterly</i> 66.4 (2015) 440-62. "Vacant Time in The Faerie Queene," <i>ELH</i> 81.1 (2014)		
# of Recent Publications:	3		
Dissertations/Theses Supervised in Past Five Years:	6 (committee member)		
Distinctions:	NEH Fellowship, Huntington Library, 2016-17 (yearlong residential research leave). Humanities Research Award, College of Liberal Arts, UT Austin, 2017-2020 Best Research Essay Prize for "The Crowd in Imogen's Bedroom: Allusion and Ethics in Cymbeline," Department of English, UT Austin, 2017, Honorable Mention, Course Development Award for "Spenser's Faerie Queene" (Independent Inquiry course), UT Austin Center for Skills and Experience Flags, 2017		

English**Lance Bertelsen****Professor**

Appointment:	1979 Tenured
Education:	1979 Ph.D., University of Washington, English
Academic Experience:	2008-Present: Iris Howard Regents Professor in English Literature; 2001-Present: Professor; 1986-2001: Associate Professor; 1979-86: Assistant Professor.
Overseas Experience:	Director, Oxford English Summer Program (1988, 1989, 2000, 2001, 2012, 2015); Faculty, Oxford English Summer Program (1987, 2009) Faculty, Normandy Scholar Program (1992, 1993, 1994, 2000) Research in UK (1982, all of above Oxford dates, 2013, 2014) Research in France (all of above Normandy dates, 2009, 2015); Research in Italy (2011); Research in New Zealand (2010; 2016) Conference Presentation in Canada (1987)
Language Proficiency:	English 5, German 1, French 1
Relevant Courses:	The English Novel Literature, Commerce, and Popular Culture in Eighteenth-Century England Literature and the Arts in Eighteenth-Century England Literature and the Arts in Eighteenth-Century England: A Dialectical Approach Eighteenth-Century British Literature: An Equal Wide Survey
# of Courses Since 2014:	4
Current Research:	Eighteenth-century literature, visual arts, and popular culture in Britain, America, and the Pacific. My recent work has centered on the voyages of Captain Cook
Recent Sample Publications:	Anon., <i>The Travels of Hildebrand Bowman (1778)</i> . Peterborough, Canada: Broadview Press, 2016. 255 pp. ESSAYS "Political Discussions Onboard HMS Crocodile: David Samwell, James King, and the Historical Implications for Captain Cook's Third Voyage." <i>The Mariner's Mirror</i> , 101:3 (2015), 272-82. "Revolutionary Sympathy on Cook's Resolution: The Transatlantic Education of Lieutenant James King, 1766-76." <i>Eighteenth-Century Life</i> , 38:3 (2014), 64-99. "Patronage and the Pariah of Captain Cook's Third Voyage: Captain John Williamson, Sir William Jones, and the Duchess of Devonshire." <i>Journal for Eighteenth-Century Studies</i> , 38:1 (2015), 29-45. First published, <i>JECs Early View Online</i> (21 May 2014)
# of Recent Publications:	3
Dissertations/Theses Supervised in Past Five Years:	5
Distinctions:	Iris Howard Regents Professorship; Texas Institute of Letters O. Henry Award; Fellow, National Humanities Center and Yale Center for British Art; President's Associates Teaching Excellence Award, University of Texas at Austin

English**Daniel Birkholz****Associate Professor**

Appointment:	2018 Tenured
Education:	1999 Ph.D., University of Minnesota
Academic Experience:	2009-present: Associate Professor, UT Austin; 2003-2009, Assistant Professor, UT Austin; 1999-2003, Assistant Professor, Pomona College
Overseas Experience:	Conference Presentations in England (multiple years), Iceland (2014), Spain (2001); Research in England (multiple years), France (2009, 2012, 2018), Scotland (2000), Iceland (1994-95); Faculty Exchange Programs in England (Cambridge, 2002); France (Paris X, 2012; Paris III, 2018) Study Abroad Program Faculty (Oxford, 2013; Oxford, 2016); Grad Student Exchange Participant (Iceland, 1994-95)
Language Proficiency:	French 2, Old French/Anglo Norman 2, Icelandic 1, Old Norse/Old Icelandic 2, Anglo-Saxon/Old English 2, Middle English 4+, Latin 1,
Relevant Courses:	Viking Literature; France, England, and The Literature of the 100 Years War; From Conquest to Plague: Lost Centuries; Fiction and Medievalism; The Idea of England; English Literature: Beginnings to Renaissance
# of Courses Since 2014:	4
Current Research:	Medieval English (and secondarily French) literary studies; literary geography; the history of cartography
Recent Sample Publications:	<i>Harley Manuscript Geographies: Love, Death, and Medieval Literary History</i> (completed manuscript currently under review at Manchester University Press) + <i>Women Who Walk on Maps: Essays in Cartographic Reception and Map-Biography</i> (in-progress book manuscript solicited by Brill Publishers, Leiden, Neth.; estimated submission: winter 2018/19) + "Histoire Imparfait: Gilote et Johane and the Counterfactual Lessons of Harley 2253." <i>Exemplaria: Medieval / Early Modern / Theory</i> 27.4 (2015): 273-306. + "Hereford Maps, Hereford Lives: Biography and Cartography in an English Cathedral City." <i>Mapping Medieval Geographies: Geographical Encounters in the Latin West and Beyond: 300-1600</i> , ed. Keith D. Lilley (Cambridge: Cambridge UP, 2013)
# of Recent Publications:	2
Dissertations/Theses Supervised in Past Five Years:	Co-supervisor of 5 completed dissertations; co-supervisor of 5 dissertations in progress; committee member for 5 additional dissertations
Distinctions:	The AI & Judy Shoaf Award granted biennially for the best work published in <i>Exemplaria</i> , 2015-2016; Humanities Research Award, UT-Austin College of Liberal Arts, 2015-18 + Solmsen Fellowship, Institute for Research in the Humanities, University of Wisconsin-Madison, 2009-2010; The Nebenzahl Prize, awarded biannually by The Newberry Library (Chicago) to the outstanding dissertation (worldwide) on any aspect of the history of cartography

English**Mary Blockley****Professor**

Appointment:	1985 Tenured	
Education:	1984 Ph.D., Yale University	
Academic Experience:	2001-Present Professor; 1992-2000 Associate Professor; 1985-1991 Assistant Professor	
Overseas Experience:	Assistante, Universite de Geneve academic exchanges: Queen's Belfast 2004 Ludwig Maximilians Univeristät—München 2007, summer blockseminar 2008 National University of Ireland Galway (NUIG) 2014 Conference presentations University Victoria (CA) 2016 University of Iceland, Reykjavik May 20-22, 2016 University of Glasgow, July 13-17, 2015 UBC Vancouver June 2015 (a few more earlier)	
Language Proficiency:	French 1+, German 1+	Percentage Dedicated To Area Studies: 75%
Relevant Courses:	English as a World Language, History of the English Language, British Literature: beginnings to the Renaissance	
# of Courses Since 2014:	1	
Current Research:	the early Middle Ages (European) and the history of the English language	
Recent Sample Publications:	TBP 2018 "What to Consider in Choosing a Textbook" for Chris Palmer and Colette Moore's <i>Teaching the History of the English Language</i> , as part of the <i>MLA Options for Teaching Series</i> ; "Connectives before Chaucer: conjunctive for and its competition in Early Middle English," pp. 154-67 in <i>Recording English, Researching English, Transforming English</i> , eds. Hans Sauer and Gaby Waxenberger (Proceedings of the 15th International Conference for English Historical Linguistics, Munich, 25-30 August, 2008) Peter Lang, 2014; "Textbooks" pp. 1178-89 for <i>English Historical Linguistics: An International Handbook Handbuecher zur Sprach- und Kommunikationwissenschaft/ Handbooks of Linguistics and Communication Science</i> , eds. A. Berg and L. Brinton, de Gruyter, 2012	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	2 dissertations/1 MA thesis	
Distinctions:		

English**Douglas Bruster****Professor**

Appointment:	1999 Tenured	
Education:	1990 Ph.D., Harvard University, English	
Academic Experience:	2006-Present: Professor; 2003-2005: Associate Professor; 2000-2003: Assistant Professor; 1992-1999: Assistant/Associate Professor	
Overseas Experience:	Visiting Professor, France (2009); Conference Presentations in England (2016, 2008); Conference Presentation in New Zealand (2015); Conference Presentation in Australia (2014); Conference Presentation in France (2009)	
Language Proficiency:	French 1	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	British Literature, Shakespeare: Selected Plays, Masterworks Of Lit: Brisith	
# of Courses Since 2014:	4	
Current Research:	Shakespeare; early modern English literature; film	
Recent Sample Publications:	Shakespeare and the Power of Performance: Stage and Page in the Elizabethan Theatre. Cambridge: <i>Cambridge University Press</i> , 2008. With Robert Weimann; To Be or Not To Be. London and New York: Continuum, 2007; Prologues to Shakespeare's Theatre: Performance and Liminality in Early Modern Drama. London and New York: <i>Routledge</i> , 2004. With Robert Weimann.; Shakespeare and the Question of Culture: Early Modern Literature and the Cultural Turn. New York: <i>Palgrave Macmillan</i> , 2003	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:	5	
Distinctions:		

English**Mia Carter****Associate Professor**

Appointment:	1991 Tenured	
Education:	1992 Ph.D., University of Wisconsin-Milwaukee, English and Modern Studies	
Academic Experience:	Program Coordinator, Mellon Engaged Scholar Initiative (ESI), May 2017 to present; Interim Director, The Center for Asian American Studies, 2005-06, 2000 to 2003; Associate Professor, Department of English, 1997 to present; Assistant Professor, Department of English, 1992-1997	
Overseas Experience:	Professeur Invitée, Institut du Monde Anglophone, Paris III, La Sorbonne, Spring 2016, Spring 2008 Professeur Invitée, Université Paul Valéry, Montpellier, France, Spring 1998 "'Absit Omen': Winifred Holtby's Fantastic Quest," University College London, British Association of Modernist Studies (BAMS), Modernism Now! Conference, June, 2014	
Language Proficiency:	French 4	Percentage Dedicated To Area Studies: 90%
Relevant Courses:	Cinema and Social Change, Modernism & Imperialism: Virginia Woolf and the Bloomsbury Circle, Landscape and Legacy: British Cultural Studies, Literature, Theory, Film, Crisis Culture: The Thatcher Era, Legacies of Imperialism, Modernism: Twentieth Century Literature and Film	
# of Courses Since 2014:	5	
Current Research:	British & European Modernism, British & European Cinema, Imperial Studies, Cultural Studies	
Recent Sample Publications:	Co-Edited Books: <i>Modernism and Literature: An Introduction and Reader</i> . Co-edited with Alan Friedman. Routledge Press, 2013. Reprints: <i>Archives of Empire: From the Company to the Canal</i> . Co-edited with Barbara Harlow. Delhi: Primus Books, 2017. Reviews: Rebecca Walkowitz's <i>Born Translated: The Contemporary Novel in an Age of World Literature</i> (2015), <i>SHARP News: Society for the History of Authorship, Reading and Publishing</i> , March 1, 2017	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	Supervisor: 4 Ph.D. dissertations; 3 M.A. theses; 11 Honors Theses. Committee: 8 Ph.D.; 5 M.A.; 3 Honors	
Distinctions:	Alcalde Magazine, U.T. Texas Ten Award, Spring 2014; University of Texas System Regents, Outstanding Teaching Award, August 2010; Mortar Board Senior Honor Society, Preferred Professor Award, Spring 2006; The Academy for Distinguished Teachers, Induction Spring 2001; Texas Excellence Teaching Award, Spring 2000; Chancellor's Teaching Award, University of Texas at Austin, Spring 1999	

English**George Christian****Adjunct Professor**

Appointment:	2005	
Education:	2000 Ph.D., UT Austin, English	
Academic Experience:	Adjunct Professor, 2005-present	
Overseas Experience:	Research in Scotland (2010, 2012), Conference Presentation in Scotland (2010), Teaching in Oxford (2015, 2017)	
Language Proficiency:	French 2+, Germans 2+	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	British Literature, Imperialism and Literature in Nineteenth-Century Britain, Nineteenth-Century British Novel, Law, Literature, and Society in Nineteenth-Century Britain, Angels and Devils in Victorian Literature, Literature of Oxford	
# of Courses Since 2014:	4	
Current Research:	Victorian period: history, literature, politics, imperialism Comparative imperialisms (English, French, German, Italian)	
Recent Sample Publications:	"Writing the Earth: Stratigraphy and the Fiction of Science in The Mill on the Floss." <i>Nineteenth-Century Studies</i> 27 (2017). Co-authored by Sarah Christian Brothers; "Not Without a Sense of Humour": Hardy's Comic Consciousness in <i>Jude the Obscure</i> ." <i>The Hardy Review</i> 18-i (Spring 2016); For the Love of Texas: Tell Me About The Colonists (London and Charleston: The History Press, 2013). Co-authored by Betsy Christian; <i>For the Love of Texas: Tell Me About the Revolution</i> (London and Charleston: History Press, 2013). Co-authored by Betsy Christian	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	15	
Distinctions:	2012 Regents' Outstanding Teaching Award; Harry Ransom Teaching Award, College of Liberal Arts, Spring, 2011; E316K Teaching Award, 2009, Department of English, University of Texas at Austin	

English**Elizabeth Cullingford****Department Chair****Professor**

Appointment:	1982 Tenured		
Education:	1977 Ph.D., St. Anne's College, University of Oxford		
Academic Experience:	2006-Present: Chair, Department of English, 1979-Present: Centennial Professor, UT Austin; 2005: Professeur Associé, Université de Paris III, Sorbonne Nouvelle; 2000: Professeur Associé, Université de Paris IV, Sorbonne.		
Overseas Experience:	Taught in Paris (1990, 2000, 2005), Ireland (1988-1990, 1985-1987), England (1977-1982, 1974-1977, 1970-1973); Associate Director of the Oxford Summer Program for UT Austin (1998-1999)		
Language Proficiency:	French 4	Percentage Dedicated To Area Studies:	100%
Relevant Courses:	Masterworks of British Literature; Yeats and Eliot; Reactions to Modernism; Masterworks of English		
# of Courses Since 2014:	2		
Current Research:	Irish literature, politics, and culture; Modern poetry; Women's Studies; Drama and Film; Shakespeare		
Recent Sample Publications:	<i>The Only Child: Literary Representations (in progress); Ireland's Others: Ethnicity and Gender in Irish Literature and Popular Culture</i> (Cork UP and Notre Dame UP, 2001); <i>Gender and History in Yeats's Love Poetry</i> (Cambridge University Press, 1993) (A Choice Outstanding Academic Book)		
# of Recent Publications:	0		
Dissertations/Theses Supervised in Past Five Years:	7		
Distinctions:	2006: UT Austin Faculty Research Award; 2002: American Conference for Irish Studies Robert Rhodes Prize for Books on Literature Awarded to Ireland's Others: Ethnicity and Gender in Irish Literature and Popular Culture		

English**Linda Ferreire-Buckley****Associate Professor**

Appointment:	1997 Tenured		
Education:	1990 Ph.D., Pennsylvania State University, English		
Academic Experience:	Associate Professor at UT Austin, English and Rhetoric, 1997-present; Chair, Department of Rhetoric and Writing, September 2005-August 2009; Associate Dean, Liberal Arts, June 2000-August 2004; Assistant Professor, Department of English, 1990-1997		
Overseas Experience:			
Language Proficiency:		Percentage Dedicated To Area Studies:	50%
Relevant Courses:	British Novel in the 19th Century, Eliot and Hardy, Victorian Literature, Film as Rhetoric		
# of Courses Since 2014:	2		
Current Research:	Eighteenth and Nineteenth-Century Rhetoric		
Recent Sample Publications:	<i>On the Origins of English Studies: The Influence of Rhetoric on Victorian Education, Language Books, and Nonfiction Prose Writers</i> . Under contract with University of Pittsburgh Press Language, Literacy and Culture Series (2012); "Rhetoric: History of Education and Institutions, England, ca. 1450-2000." <i>Historisches Woerterbuch der Rhetorik</i> . 2005. Tuebingen; "Our Noble Past: Blair and the Teaching of Literature, Rhetoric, and Ethics." <i>CCTE</i> . Vol. LXVIII. 2003. 1-13; "Archivists with an Attitude: Rescuing the Archives from Foucault." <i>College English</i> . Vol. 61. 1999. 577-587		
# of Recent Publications:	0		
Dissertations/Theses Supervised in Past Five Years:			
Distinctions:	Robert Murff Excellence Award, 2004, for Outstanding Support of Career Services, 2004 Outstanding Graduate Teaching Award, The Graduate School, The University of Texas, 2003 UT Representative, Leadership Texas, 2001-2002; Dads' Association Centennial Award (UT Parents' Association), 1994-1995; President's Associates Teaching Award, The University of Texas, 1997-1998		

English**Alan Friedman****Professor**

Appointment:	1964 Tenured	
Education:	1966 Ph.D., University of Rochester, English	
Academic Experience:	Arthur J. Thaman and Wilhelmina Doré Thaman Professor of English and Comparative Literature, 2002-present, Professor, English, 1978-present; Associate Professor, English, 1969-78; Assistant Professor, English, 1966-9; Instructor, English, 1964-6 Director, Plan II, 1972-6	
Overseas Experience:	Visiting Professor, Sorbonne Nouvelle, Paris, Spring 2000, Visiting Professor, University College Galway, Ireland, Fall 1995, Visiting Professor, University Paul Valéry, Montpellier, France, Spring 1985, Visiting Professor, University of Lancaster, England, 1977-8	
Language Proficiency:	English 5, French 2	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Backgrounds of Modernism, Ford and Conrad, The Great War and Modern Memory, Joyce and Beckett, Joyce's Voices, Shakespeare in Performance, Shakespeare and the Law, Twentieth-Century British Novel	
# of Courses Since 2014:	4	
Current Research:	British & American Modernism Shakespeare	
Recent Sample Publications:	<i>Surreal Beckett: Samuel Beckett, James Joyce, and Surrealism</i> . Routledge, 2017. (with Mia Carter). <i>Modernism and Literature: An Introduction and Reader</i> . Oxford & New York: Routledge, 2013	
# of Recent Publications:	1	
Dissertations/Theses Supervised in Past Five Years:	3 dissertations; 2 theses	
Distinctions:	President's Associates Teaching Excellence Award, 2011-12. Civitatis Award, UT, 2009-10: annual award to one UT faculty member "in recognition of dedicated and meritorious service to the University above and beyond the regular expectations of teaching, research, and writing."	

English**Patricia Garcia****Lecturer**

Appointment:	2009 Lecturer	
Education:	2006 Ph.D., Texas A&M University - College Station, English	
Academic Experience:	2006 Ph.D., Texas A&M University - College Station, English; 2009-Present: Lecturer, UT Austin; 1995-2009: Associate Professor, Our Lady of the Lake University	
Overseas Experience:	None	
Language Proficiency:	Spanish 3	Percentage Dedicated To Area Studies: 70%
Relevant Courses:	Masterworks of Literature: British	
# of Courses Since 2014:	1	
Current Research:	English Catholicism in the Early Modern Period, Latina writers, Pedagogy in the literature classroom	
Recent Sample Publications:	Review of Philip Lorenz, "The Tears of Sovereignty: Perspectives of Power in Renaissance Drama," <i>Choice Review Online</i> ; Review of Helen Hackett, "A Short History of English Renaissance Drama," <i>Choice Review Online</i>	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:	1	
Distinctions:		

English**Elizabeth Hedrick****Associate Professor**

Appointment:	1985 Tenured	
Education:	1986 Ph.D., Columbia University, English	
Academic Experience:	1985-1992, Assistant Professor, 1992-present, Associate Professor	
Overseas Experience:	Taught in English Department's Oxford Program, July-August, 2007, Conference presentations: France (2016), The Netherlands (2015), England (1991), Canada (1987), Research in England (1991)	
Language Proficiency:	Latin 0, German 1, French 1	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Major Writers of the Eighteenth Century, English Drama, Classic to Romantic, Realism and the Eighteenth-Century Novel. Occultism, Representation, and the Scientific Revolution	
# of Courses Since 2014:	3	
Current Research:	English literature	
Recent Sample Publications:	"A Modest Proposal' in Context: Swift, Politeness, and 'A Proposal for giving Badges to the Beggars.'" <i>Studies in Philology</i> 114.4 (2017): 852-874, "Robin Morgan, Jane Alpert, and Feminist Satire." In <i>Tulsa Studies in Women's Literature</i> 33:2 (2014): 123-150, "The Early Career of Mary Daly: A Retrospective." In <i>Feminist Studies</i> 39:2 (2013)	
# of Recent Publications:	1	
Dissertations/Theses Supervised in Past Five Years:	2	
Distinctions:	ACLS Research Fellowship, University of Texas President's Associates Teaching Excellence Award, 2010, Outstanding Professor Award, Alpha Lambda Delta and Phi Eta Sigma, Fall, 2004, W. O. S. Sutherland Teaching Award, 2004, 2015, Katherine Ross Richards Centennial Teaching Fellowship, 2003-2004, RGK Foundation Academic Innovation Award in, Nonprofit and Philanthropic Studies, 2003, Dean's Fellowship, Spring, 2001	

English**Kurt Heinzelman****Professor**

Appointment:	1978 Tenured	
Education:	1978 Ph.D., University of Massachusetts, Amherst	
Academic Experience:	1978 Asst. Professor, 1984 Assoc. Professor, 1990-present Professor	
Overseas Experience:	Professeur invité, Institut du monde anglophone, Sorbonne Nouvelle, (Université de Paris--III), 1997-98 Cunda Workshop for Translators of Turkish Literature (CWTTL), Istanbul, Turkey, 2008-2015 Conference Paper, Adelaide Univ. (2015) International Dylan Thomas Prize Judge, United Kingdom (2005-present) Fulbright Scholar, Edinburgh University (1977-78)	
Language Proficiency:	French 2+, Latin 1+	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	British Literature 16630-1830, Romantic Literature (1750-1850), Translation Theory and Practice, which of course includes European languages	
# of Courses Since 2014:	2	
Current Research:	Poetry and Poetics, Modernism Studies, Economic Theory, British Literature 18-19 Centuries	
Recent Sample Publications:	<i>Whatever You May Say</i> , Pinyon Publishing, 2017 (poetry) <i>Intimacies & Other Devices</i> (Montrose, CO: Pinyon Publishing, 2013) (Poetry) "Modern Turkish Letters," general editor, special issue of <i>Texas Studies in Literature and Language</i> 54.4 (Winter 2012): 140 pp. "The Need of Being Versed: Frost, Stevens, and Birds," special issue: <i>Wallace Stevens and Robert Frost, A Reconsiderations</i> , eds. Steven Gold Axelrod and Natalie Gerber, <i>Wallace Stevens Journal</i> 41.1 (Spring 2017): 110-22. "Florian Kundert," <i>ArtFiction: Ten Modernists from Texas</i> , ed. Rino Pizzi (Austin: Pentagram, 2016): 28-33. "Affiliated Poetics: John Berryman and Dylan Thomas," <i>Southwest Review</i> vol. 100, no. 4 (2015)	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	2	
Distinctions:	Finalist, Soeurette Diehl Fraser Award for Best Book Translation of the Year, 2012 Poetry International's "Notable Poetry Books of the Year," 2012 Featured Poet, Austin International Poetry Festival, April 2011 Judge (with Ian McMillan), 2009 Cardiff International Poetry Competition Judge, International Dylan Thomas Prize	

English**Susan Sage Heinzelman****Associate Professor**

Appointment:	1977 Tenured	
Education:	1978 Ph.D., University of Western Ontario	
Academic Experience:	Director, Center for Women's and Gender Studies, 2009-present Interim Director, Center for Women's and Gender Studies, 2008-2009	
Overseas Experience:	"King Lear and the 'Aweful' Majesty of the Law." Law and Society Association Annual Meeting, Humboldt University, Berlin, Germany, July 2007. Study Abroad, English, at Oxford University: 1988, 2008, 2015 "Equivocation." Swansea University, Wales, UK May 2015	
Language Proficiency:	French 1, Spanish 0+	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	Introduction to British Literature; British Women Writers; Masterworks of Literature: British; Eighteenth-Century British Novel; Nineteenth-Century British Novel	
# of Courses Since 2014:	0	
Current Research:	Law, literature and gender studies	
Recent Sample Publications:	"When law and love is not enough: King Lear and the spectacle of terror." <i>Quinnipiac Law Review</i> , 28:3 (2010). Special issue: <i>Symposium on Law and Love. (Conference proceedings)</i> . 755-764. "We don't have mockingbirds in Britain, do we?" <i>Reimagining To Kill a Mockingbird: Family, Community, and the Possibility of Equal Justice under Law</i> . Eds. Austin Sarat and Martha Umphrey. Amherst: University of Massachusetts Press, 2013	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:	5	
Distinctions:		

English**Geraldine Heng****Associate Professor**

Appointment:	1994 Tenured	
Education:	1990 Ph.D., Cornell University, English	
Academic Experience:	2002-present, Associate Professor; 2006-present, Endowment holder, Perceval Professorship	
Overseas Experience:	2018-19, Institute for South Asian Studies fellowship, Singapore	
Language Proficiency:	French 2, Latin 2, German 2, Old French 2	Percentage Dedicated To Area Studies: 70%
Relevant Courses:	The Idea of England; Worlds of Travel: The Middle Ages; Geographies & Places: The Medieval World; Robin Hood & Medieval Outlaw Tradition; Middle English Romances	
# of Courses Since 2014:	3	
Current Research:	Literature, culture, history, 500-1500 CE	
Recent Sample Publications:	Book: <i>The Invention of Race in the European Middle Ages</i> . NY: Cambridge University Press, 830 pp. in MS, 508 pp. in print, 8 chapters, large 10" x 7" format, cloth, digital, paper, 283,000 words + index. March 8, 2018. Book: <i>England and the Jews: How Religion and Violence Created the First Racial State in the West</i> . NY: Cambridge University Press, Religion and Violence Elements series, digital & paper, 100 pp. early 2018. "Romancing the Portal: MappaMundi and the Global Middle Ages Project." In <i>The Routledge Research Companion to Digital Medieval Literature and Culture</i> . Ed. Jennifer Boyle and Helen J. Burgess. Routledge, 2017. 31-46. "Reinventing Race, Colonization, and Globalisms across Deep Time: Lessons from the Longue Durée." <i>PMLA</i> 130.2 (2015): 358-66. "An Experiment in Collaborative Humanities: Envisioning Globalities 500-1500 c.e." With Michael Widner. In <i>Between Humanities and the Digital</i> . Ed. David Theo Goldberg and Patrik Svensson. Boston: MIT Press, 2015	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:	Holder, Perceval Endowment in Medieval Romance, Historiography, and Culture, University of Texas, 2006-ongoing; Research Fellowship, Institute for South Asian Studies, National University of Singapore, 2018-2019; American Council of Learned Societies (ACLS) Research Fellowship, 2017-18; Humanities Research Award, College of Liberal Arts, University of Texas, 2017-20; Research and Creative Grant, Vice President for Research, University of Texas, 2017-18	

English**David Kornhaber****Associate Professor**

Appointment:	2018 Tenured	
Education:	2009 Ph.D., Columbia University, English	
Academic Experience:	Associate Professor, 2016-, Assistant Professor, 2009-2016	
Overseas Experience:	Keynote in Germany (2017), Research in England, Scotland, Ireland, and France, 2005-2009	
Language Proficiency:	Spanish 3, French 2, German 1+, Italian 1	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Contemporary Drama, Modernism and Literature, Drama in Performance, Tragedy: Classical to Contemporary, Avant-Garde Theatre	
# of Courses Since 2014:	4	
Current Research:	Modern and Contemporary Drama, Critical Theory, Theater and Philosophy, Modernism and the Avant-Garde	
Recent Sample Publications:	<i>The Birth of Theatre from the Spirit of Philosophy: Nietzsche and the Modern Drama</i> . Evanston, IL: Northwestern University Press, 2016. 256 pp; Guest ed. <i>Drama and Philosophy: Special issue of Modern Drama</i> 56.4 (Winter 2013). 156 pp.; "Every Text is a Performance: A Pre-History of Performance Philosophy." <i>Performance Philosophy</i> 1 (2015): 24-35; "Kushner at Colonus: Tragedy, Politics, and Citizenship." <i>PMLA</i> 129.4 (October 2014): 727-741. "The Genealogy of Major Barbara: Nietzschean Philosophy and the Shavian Play of Ideas." <i>Modern Drama</i> 56.3 (Fall 2013): 269-286. "Philosophy as Theatre." <i>Lebenswelt: Aesthetics and Philosophy of Experience</i> 3 (2013)	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	10	
Distinctions:	Humanities Research Fellowship, UT College of Liberal Arts (2017-2020) Best Research Essay Prize, Honorable Mention, UT Dept. of English (2015) Award for Outstanding Article, Modern Drama (2013)	

English**James Loehlin****Professor**

Appointment:	1999 Tenured	
Education:	1993 Ph.D., Stanford University	
Academic Experience:	1999-2008 Associate Professor, 2008-present Shakespeare at Winedale Regents Professor	
Overseas Experience:	Conference Presentation in England (2013); Research in England (2014), Russia (2004)	
Language Proficiency:	Spanish 1, French 1, German 1, Russian 1	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Modern Drama in Performance, Shakespeare, Postwar British Drama, Chekhov	
# of Courses Since 2014:	2	
Current Research:	Shakespeare in performance	
Recent Sample Publications:	<i>Doctor Faustus. The Shakespeare Handbooks: Shakespeare's Contemporaries</i> . London: Palgrave Macmillan, 2015	
# of Recent Publications:	1	
Dissertations/Theses Supervised in Past Five Years:	5	
Distinctions:	Burbage Award, American Shakespeare Center, 2014, co-recipient with James Ayres Shakespeare at Winedale was one of 14 North American Shakespeare Festivals recognized by the Shakespeare Birthplace Trust, Stratford-Upon-Avon, as part of their Shakespeare on the Road project, and was the only academic, non-professional program so honored, July 2014 Regents' Outstanding Teaching Award, 2011 Selected for the Academy of Distinguished Teachers, 2009 University Co-op Robert W. Hamilton Book Awards, 2008: Runner-Up Award for Chekhov: The Cherry Orchard, Cambridge University Press	

English**Allen MacDuffie****Associate Professor**

Appointment:	2008 Tenured	
Education:	2006 Ph.D., Harvard University, English Literature	
Academic Experience:	2008- 2014: Assistant Professor; 2014 - present: Associate Professor	
Overseas Experience:	None	
Language Proficiency:	Spanish 4, French 3, Russian 2, Latin 4	Percentage Dedicated To Area Studies: 75%
Relevant Courses:	Victorian Literature, English Literature Survey, The Nineteenth Century Novel, Sustainability and Representation, The Bildungsroman	
# of Courses Since 2014:	2	
Current Research:	Victorian Literature and environmental criticism	
Recent Sample Publications:	Book: <i>Victorian Literature, Energy, and the Ecological Imagination</i> . Cambridge: Cambridge University Press, 2014. Articles: " 'Childe Roland to the Dark Tower Came' and the Landscapes of the Anthropocene," <i>Philological Quarterly</i> 93.3 (Summer 2015, for Summer 2014): 315-338. Published. "The Jungle Books: Kipling's Lamarckian Fantasy," <i>PMLA</i> . 129.1 (January 2014): 18-34. Published. "Victorian Thermodynamics and the Novel," <i>Literature Compass</i> 8 (2011): 1-8. Published. "Joseph Conrad's Geographies of Energy," <i>ELH</i> 76.1 (Spring 2009): 75-98. Published. "Irreversible Transformations: Robert Louis Stevenson's Dr. Jekyll and Mr. Hyde and Scottish Energy Science," <i>Representations</i> 96 (Autumn 2006)	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	8	
Distinctions:	Sonya Rudikoff Prize for Best First Book in Victorian Studies, UT System Regents Outstanding Teaching Award, Chad Oliver Plan II Teaching Award, Liberal Arts Student Council Endowed Teaching Award, Raymond Dickson Centennial Endowed Teaching Fellowship	

English**Carol MacKay****Professor**

Appointment:	1979 Tenured	
Education:	1979 Ph.D., UCLA, English	
Academic Experience:	2002-Present: Professor; 1986-2002: Associate Professor; 1979-1986: Assistant Professor	
Overseas Experience:	Consortium Presentation, Oxford UK (2005), Undergraduate teaching, Oxford UK (1989), Libraries Research Guide, Ireland and England (1987)	
Language Proficiency:	French 2, German 0+	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Victorian Literature, 19th-c. Women's Dual; Protagonist Novel, 19th-c. Women's Autobiography; Melodramatic Impulse in 19th-c. Literature, Life Writing: Reading/Theory/Practice	
# of Courses Since 2014:	3	
Current Research:	Victorian fiction/women's and gender studies/autobiography	
Recent Sample Publications:	"A Spiritual Materialist Turns Material Spiritualist: Annie Besant Rewrites Her Secularist Years," <i>BRANCH: Britain, Representation, and Nineteenth-Century History</i> (March 2017); "Emerging Selves: The Autobiographical Impulse in Elizabeth Barrett Browning, Anne Thackeray Ritchie, and Annie Besant," <i>A History of English Autobiography</i> , ed. Adam Smyth (Cambridge, 2016); "Life Writing," <i>The Cambridge Companion to Victorian Women's Writing</i> , ed. Linda Peterson (2015); "Annie Besant," <i>The Encyclopedia of Victorian Literature</i> (Wiley-Blackwell, 2015); "Colossal Forces: Vanity Fair Meets Jane Eyre," <i>Critical Analysis of Vanity Fair</i> , ed. Sheldon Goldfarb (EBSCO, 2013), plus reviews in the following: <i>Victorian Studies</i> , <i>Victorian Periodicals Review</i> , <i>19th-c. Contexts: An Interdisciplinary Journal</i> , <i>Tulsa Studies in Women and Literature</i>	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	5 Dissertations, 4 Master's Reports	
Distinctions:	J.R. Millikan Centennial Professor of English Literature, 2014-Present	

English**Eric S. Mallin****Associate Professor**

Appointment:	1987 Tenured	
Education:	1986 Ph.D., Stanford University	
Academic Experience:	Assistant Professor, Department of English, 1987 to 1993; Associate Professor, Department of English, 1994 to present	
Overseas Experience:	"Beyond Belief," BBC Radio interview with Ernie Ray, May 21, 2014, "Shakespeare Fatigue," a 10-essay seminar developed and organized for the International Shakespeare Association Conference, Stratford, England, August 2012 "Surpassing Form in Shakespeare." Invited lecture for the conference Poetry and Spirituality, held at Cumberland Lodge, Windsor Park, UK, Jan. 27-30, 2011	
Language Proficiency:	German 1, Italian 0, French 0	Percentage Dedicated To Area Studies: 75%
Relevant Courses:	British Literature, Shakespeare, Shakespeare and Marlowe, Masterworks of Lit: British	
# of Courses Since 2014:	2	
Current Research:	Shakespeare and early modern English drama	
Recent Sample Publications:	<i>Stages of Power: Shakespeare and Marlowe, 1592, A Pedagogical Game.</i> With Paul Sullivan. Reacting Consortium/ University of North Carolina Press, 2016. "The Charm in Macbeth," in <i>Enchantment and Disenchantment in Shakespeare and Early Modern Drama: Wonder, the Sacred, and the Supernatural</i> , ed. Nandini Das and Nick Davies. London: Routledge (2017), 55-71. "Othello, Marriage, Middle Age." in G. MacKenzie and E. Papandreou, eds., <i>Shakespeare and I</i> (London: Continuum, 2012), 40-60. Series Co-Editor: <i>Recreational Shakespeare: A monograph series</i> , co-edited with Jeffrey Kahan and Michael Jensen, under contract with ARC Medieval/ Michigan UP. First manuscripts are in press, 2017. Forthcoming, Summer 2018: "Charity and Whoredom in Timon of Athens," under revision for <i>Shakespeare Quarterly</i> (scheduled for publication Summer 2018)	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	Five	
Distinctions:	Teaching and research awards: Faculty Research Award, Spring 2012; Chancellor's Council Centennial Professorship in the Book Arts, 2006; Raymond Dickson Centennial Endowed Teaching Fellowship, 2005-06; Alpha Lambda Delta/ Phi Eta Sigma Teaching Award, Fall, 2002; Texas Ex-Students Teaching Excellence Award (College of Liberal Arts), 1997; University of Texas President's Associates Teaching Excellence Award, 1992	

English**Lisa Moore****Archibald A. Hill Professor of English**

Appointment:	1991 Tenured	
Education:	1991 Ph.D., Cornell University	
Academic Experience:	The University of Texas at Austin- Archibald A. Hill Regents Professor in American and English Literature, 2016-present, Professor 2012-present, Interim Director, Center for Women's and Gender Studies, 2013-14, Associate Professor, Department of English and Center for Women's and Gender	
Overseas Experience:	Université de Paris X (Nanterre) Visiting Professor, Département d'études Anglophones, France, 2002 "The Swan of Litchfield, Connecticut: Sarah Pierce and Lesbian Pastoral Poetry," Plenary Address, Queer People Conference IV: New Directions in the Histories of Sexualities, 1280-1868, Christ's College, Cambridge, UK, July 2006	
Language Proficiency:	French 2, Spanish 1+	Percentage Dedicated To Area Studies: 75%
Relevant Courses:	Transatlantic Feminisms in the Age of Revolutions, 18th-Century English Poetry and Poetics, Restoration Through Romantic British Literature, Jane Austen, Classic to Romantic Literature, The Sister Arts	
# of Courses Since 2014:	6	
Current Research:	18th century British, Irish and American literature; women's writing; feminist and queer studies	
Recent Sample Publications:	Books: <i>24 Hours of Men</i> (poetry chapbook). Chicago: Dancing Girl Press, 2018. 30 pp. Ed., <i>The Collected Poems of Anna Seward</i> . Oxford and New York: Routledge (Pickering Masters Series), 2015. 2 vols., 688 pp. Reviewed in <i>Eighteenth-Century Studies</i> . Selected for inclusion in Routledge <i>Historical Resources: Romanticism</i> (2018). Articles: "A Lesbian History of the Sonnet." <i>Critical Inquiry</i> 43: 4 (Summer 2017), pp. 813-838. 9,200 words. "The Future of Lesbian Genders." <i>Genders</i> 1:1 (Spring 2016). 6,300 words. http://www.colorado.edu/genders/2016/05/19/future-lesbian-genders http://www.colorado.edu/p181051e89e5/2016/05/19/future-lesbian-genders "Safe Space, Silo Storage, Outhouse with a View: Lesbian Garden History." <i>Queering the Interior</i> . Ed. Matt Cook and Andrew Gorman-Murray. London: Bloomsbury Books, 2017	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	6 dissertations, 4 master's theses	
Distinctions:	College of Liberal Arts Humanities Research Award, "The Collected Poems of Anna Seward," 2011-2014; Choice Academic Book of the Year, 2012 (for Transatlantic Feminisms in the Age of Revolutions); Lambda Literary Foundation Award for LGBT Studies, 2012 (for Sister Arts: The Erotics of Lesbian Landscapes); College of Liberal Arts Book Subvention Grant, "Sister Arts: The Erotics of Lesbian Landscapes," University of Texas at Austin, 2010	

English**Wayne A. Rebhorn****Professor**

Appointment:	1968 Tenured	
Education:	1968 Ph.D., Yale University	
Academic Experience:	1983-Present: Professor; 1973-1983: Associate Professor; 1968-1973: Assistant Professor. Spring Semester, 2000: Visiting Professor, Université de Paris X-Nanterre Spring Semester, 1988: Visiting Professor, Université Paul Valéry, Montpellier Summer, 1980: Visiting Professor, The Bread Loaf School of	
Overseas Experience:	Conference Presentations in Germany (1992), Mexico (1997); Invited Lectures in France (1988), Italy (1993 and 1995), France (1996 and 2007); Research in Italy (1983, 1985, 1990, 1993), in England (1995)	
Language Proficiency:	Italian 4, French 4+, Latin 3+, Spanish 2+, German 2	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	European Renaissance Literature	
# of Courses Since 2014:	1	
Current Research:	The European Renaissance	
Recent Sample Publications:	Article: "Renaissance Rhetoric and Politics," in <i>The Oxford Handbook of Rhetorical Studies</i> , ed. Michael J. Macdonald (2017); Book: <i>The Norton Critical Edition of Boccaccio's Decameron</i> (translation and edition) (2016); Book: Giovanni Boccaccio, <i>The Decameron</i> (translation) (2013)	
# of Recent Publications:	1	
Dissertations/Theses Supervised in Past Five Years:	4	
Distinctions:	PEN Center USA Prize for Literary Translation (2014); Dean's Research Prize, College of Liberal Arts, University of Texas (2000); Representative for Rhetoric on the Executive Council of the Renaissance Society of America (1999-2002); Fellowship from the John Simon Guggenheim Foundation (1992-1993); Member of the James Russell Lowell Prize Committee of the Modern Language Association (1992-1994); Chair (1993-1994)	

English**Elizabeth Richmond-Garza****Associate Professor**

Appointment:	1990 Tenured	
Education:	1992 Ph.D., Columbia University, Comparative Literature	
Academic Experience:	Director, Program in Comparative Literature, June 2001-December 2013, 2015-present Associate Professor UT, 1996-present; Assistant Professor, Department of English and Program in Comparative Literature, 1991-96; Instructor,	
Overseas Experience:	Annual Meeting, American Comparative Literature Association, Utrecht, The Netherlands, 7 July 2017; Annual Meeting American Association of Teachers of Slavic and East European Languages, Vancouver, BC, 9 January 2015; Research trips, including invited lectures in France, England and Russia, including teaching in UT summer programs	
Language Proficiency:	French 4, German 4, Italian 2+, Russian 2+, Latin 1, Greek 1, Hebrew 1, Spanish 1, Dutch 1, Portuguese 1	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	The Romantic Stage; The Shakespeare-Effect in European Drama; Europe in 1900; Staging Modern Britain at Home and Abroad; Masterworks of Literature	
# of Courses Since 2014:	3	
Current Research:	European literature and culture around 1900, including Orientalism, Cleopatra, Oscar Wilde, European drama, the Gothic, and literary theory.	
Recent Sample Publications:	"Detecting Conspiracy: Boris Akunin's Dandiacal Detective, or a Century in Queer Profiles from London to Moscow." <i>Crime Fiction as World Literature</i> . Eds. Louise Nillson and David Damrosch. London: Bloomsbury Publishing, 2017: 271-89. *"Most People Die in Exile: Oscar Wilde's Final Personality of the Queerness of the Non-Place." <i>Censorship and Exile</i> . Ed. Johanna Hartmann and Hubert Zapf. Göttingen: Vandenhoeck & Ruprecht Unipress, 2015: 243-254. "Modernity, Anxiety, and the Art of the Uncanny." <i>Signature Course Stories</i> . Ed. Lori K. Holleran Steiker. Austin, TX: UT Press, 2015	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	3 completed /4 current Phd dissertations; 7 completed /2 current MA theses	
Distinctions:	Scholar in Residence, Episcopal High School, Alexandria, Virginia 16-20 October 2017, Recipient, Summer Research Fellowship, English Department, UT Austin, Summer 2015, Recipient, Signature Course Essential Elements Award for Excellence in Teaching Writing, May 2015	

English**John Rumrich****Professor**

Appointment:	1984 Tenured	
Education:	1981 Ph.D., University of Virginia, English Literature	
Academic Experience:	A. J. and W. D. Thaman Professorship, Department of English, UT Austin, 2001; Professor, Department of English, UT Austin, 1995; Associate Professor, Department of English, UT Austin, 1990-1995; Assistant Professor, Department of English, UT Austin, 1984-1990; Assistant Professor,	
Overseas Experience:	Visiting Professor, University Jean Jaures, Toulouse, France, Fall, 2017; Visiting Professor, Zhejiang University, Hangzhou, PRC, May-June, 2017; Conference Presentation, Ontario, Canada, July, 2016; Visiting Professor, Zhejiang University, Hangzhou, PRC, December, 2016-January, 2017; University of Texas Oxford Program, Director and Instructor, July-August, 2015	
Language Proficiency:	French 2, Latin 2, Greek 2+, Mandarin 1, Spanish 1	Percentage Dedicated To Area Studies: 90%
Relevant Courses:	Shakespeare, Milton, Seventeenth-Century, British Poetry, Milton's Reception History, Survey of 18th Century British Literature, Masterpieces of British Literature.	
# of Courses Since 2014:	4	
Current Research:	Early Modern literary culture, especially British	
Recent Sample Publications:	<i>Immortality and the Body in the Age of Milton</i> , ed. with Stephen Fallon. Cambridge: Cambridge University Press, 2018. "Introduction," w/Stephen Fallon, in <i>Immortality and the Body in the Age of Milton</i> , ed. with Stephen Fallon. Cambridge: Cambridge University Press, 2018; "Reading Blood," in <i>Immortality and the Body in the Age of Milton</i> , ed. with Stephen M. Fallon. Cambridge: Cambridge University Press, forthcoming, 2018; "Sleeping by a Fable: The Incoherent Imagery of Lycidas," 21th Matthew Gertken <i>English Literary Renaissance</i> 48 (2018): 41-59; "Radical Heterodoxy and Heresy," <i>New Companion to Milton</i> , ed. Thomas Corns. London: Blackwell, 2016, 141-56; "Things of Darkness: Sin, Death, Chaos," in <i>Cambridge Companion to Paradise Lost</i> , ed. Louis Schwartz. Cambridge: Cambridge University Press, 2014, 29-41; <i>The Essential Prose of John Milton</i> , ed. with William Kerrigan and Stephen Fallon. New York: Random House, 2013	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	7	
Distinctions:	Honored Scholar, Milton Society of America, 2013; University of Texas Innovative Instructional Technology Prize (silver), Resource Development, 2006; Milton Society of America Irene Samuel Award (best collection/edition), 1998; National Endowment for the Humanities Research Fellowship, 1991; Milton Society of America Hanford Award (best essay), 1990	

English**Elizabeth Scala****Professor**

Appointment:	1995 Tenured	
Education:	1994 Ph.D., Harvard University	
Academic Experience:	2016-Present: Professor, 2003-2016: Associate Professor, 1995-2003: Assistant Professor	
Overseas Experience:	Visiting Professor, University of Paris 3: Sorbonne-Nouvelle (Spring 2009); Conference Presentation: UK (2016, 2000, 1994), France (2013, 2009), Italy (2010)	
Language Proficiency:	French 1+, Italian 1	Percentage Dedicated To Area Studies: 90%
Relevant Courses:	Chaucer, Literature of the British Middle Ages and Renaissance, Chaucer, Gower, Langland, Survey of British Literature, Classical Backgrounds of English Literature	
# of Courses Since 2014:	4	
Current Research:	Chaucer, history of the book, late-medieval English literature	
Recent Sample Publications:	"The General Prologue: Cultural Crossings, Collaboration, and Conflict," in <i>The Open Access Companion to the Canterbury Tales</i> , ed. Candace Barrington, Brantley Bryant, Richard Godden, Dan Kline, and Myra Seaman (2018). https://opencanterburytales.dsl.lsu.edu "Dressing Up as a Franklin's Housewife: Native Sources of Shakespeare's Cymbeline," <i>TSL</i> 59.2 (2017): 137-61. "Naked Yet Invisible: Filming Chaucer's Narrator" in <i>Chaucer on Screen: Absence, Presence and Adapting the Canterbury Tales</i> , ed. Tison Pugh and Kathleen Kelly (The Ohio State UP, 2017), 26-45. <i>Desire in the Canterbury Tales</i> (Ohio State UP, 2015) "'Ysworn . . . withoute gilt: Lais of Illusion-making Language in the Canterbury Tales,'" Special Issue of <i>Etudes Epistémè</i> 25 (2014)	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	4	
Distinctions:	Phoenix Award for Editorial Achievement, CELJ 2012 Short-term Residential Fellowship, Folger Shakespeare Library, 2016-17 Harry Ransom Teaching Award, CoLA, 2016	

English**Jeffrey Walker****Professor**

Appointment:	2004 Tenured	
Education:	1985 Ph.D., University of California, Berkeley	
Academic Experience:	2004-Present: Professor, UT Austin; 2000-2004: Professor, Emory University; 1991-2000: Associate Professor, 1985-1991: Assistant Professor, Pennsylvania State University	
Overseas Experience:	Spring 2000: Study Abroad Program, Athens, Greece; Spring 1992: Fulbright, Athens, Greece; 1978-80: Teaching	
Language Proficiency:	French 3, Spanish 1+, Italian 1+, Classical Greek 2+, Latin 2	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	History of Rhetoric; Sophistry and the Invention of Rhetoric; Declamation and Civic Theater	
# of Courses Since 2014:	3	
Current Research:	Ancient rhetorical education, Byzantine rhetoric (11th-15th centuries)	
Recent Sample Publications:	<i>The Genuine Teachers of This Art: Rhetorical Education in Antiquity</i> (University of South Carolina Press, 2011; <i>Rhetorical Analysis</i> . Pearson-Longman, forthcoming, Longaker, M., & Walker, J. 2010	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:	5	
Distinctions:	Dumbarton Oaks Summer Fellowship (Byzantine Studies), Washington D.C.	

English**Hannah Wojciehowski****Professor**

Appointment:	1985 Tenured	
Education:	1984 Ph.D., Yale University, Renaissance Studies	
Academic Experience:	2012-Present: Professor, 1992-12: Associate Professor, 1985-92: Assistant Professor, UT Austin; 2003, 2007: Guest Faculty, Telluride Association Summer Program; 2002, 1994: Professeur Invite, Universite Paul Valery, France	
Overseas Experience:	UT Austin Oxford Summer Program; 1994: Professeur Invite, Universite Paul Valery, France	
Language Proficiency:	French 4+, Spanish 4+, Italian 4+, Greek 2, Latin 2	Percentage Dedicated To Area Studies: 60%
Relevant Courses:	Approaches to Disciplinary Inquires; Medieval and Early Women Writers; Renaissance Travel Narratives; Renaissance Representations of Islam; The Dr. Faustus Legend in Fiction and Film.	
# of Courses Since 2014:	4	
Current Research:	Cognitive and affective approaches to literary studies; East-West exchanges in the 16th and 17th centuries	
Recent Sample Publications:	Cymbeline. New Kittredge Shakespeare, Series ed. James H. Lake (Focus Publishing, 2014, forthcoming); "Petrarch and His Friends," The Cambridge Companion to Petrarch, ed. Albert Ascoli and Unn Falkeid (Cambridge University Press, 2014, forthcoming); Group Identity in the Renaissance World (Cambridge University Press, 2011)	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:	16	
Distinctions:	2014: Finalist, Regents' Award, University of Texas System (pending); 2011: President's Associates Teaching Excellence Award; 2013: University Research Institute Faculty Research Award, UT Austin; 2012-15: Humanities Research Award, UT Austin; 2011, 2013: Special Research Grant, UT Austin	

English**Marjorie Woods****Professor**

Appointment:	2001 Tenured	
Education:	1977 Ph.D., University of Toronto	
Academic Experience:	University Distinguished Teaching Professor, 2011; Jane and Roland Blumberg Centennial Professor of English, 2011; Professor of English and Comparative Literature, The University of Texas at Austin, 2009; Associate Professor, Department of English, The University of Texas at Austin, 1991	
Overseas Experience:	Senior Fellow, Herzog August Bibliothek, Wolfenbüttel, May-June 2015 [and 2016] Visiting Fellow, All Souls College, Oxford, Hilary Term, 2015. Berlin Prize, American Academy in Berlin, fall 2014. Rome Prize in Renaissance and Early Modern Studies, American Academy in Rome, 2007-2008. Professeur Invité, Université Paul Valéry, Montpellier III, Spring 2001 and 1996	
Language Proficiency:	Latin 4, French 4, German 3, Italian 3, Spanish 1, Ancient Greek 0+	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Medieval Rhetoric and Poetics; The Medieval and Early Modern Curriculum; Boys Being Women: Rhetoric, Gender, and Emotion in the Premodern Classroom; Quintilian; Classical Backgrounds of Medieval and Renaissance Literature; The Medieval Book; Narratives of Learning and Desire	
# of Courses Since 2014:	4	
Current Research:	Medieval literature, Medieval pedagogy, Pre-modern Pedagogy in the Modern Classroom, Classics in the Middle Ages	
Recent Sample Publications:	"Experiencing the Classics in Medieval Education." <i>The Oxford History of Classical Reception in English Literature</i> . Vol. 1 (800-1558). Ed. Rita Copeland. Oxford: Oxford University Press, 2016. 35-51; "Performing Dido." <i>Public Declamations: Essays on Medieval Rhetoric, Education, and Letters in Honor of Martin Camargo</i> . Ed. Georgiana Donavin and Denise Stodola. Turnhout: Brepols, 2015. 253-65; "What are the Real Differences between Medieval and Renaissance Commentaries?" In <i>The Classics in the Medieval and Renaissance Classroom: The Role of Ancient Texts in Arts Curriculum as Revealed by Surviving Manuscripts and Early Printed Books</i> . Ed. Juanita Ruys, John O. Ward, and Melanie Heyworth. Turnhout: Brepols, 2013. 329-41; "Where's the Manuscript"? <i>Book Review Forum on The Swerve: How the World Became Modern. Exemplaria</i> 25.4 (2013): 321-24	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	2	
Distinctions:	Member, School of Historical Studies, Institute for Advanced Study, Princeton NJ, 2011-12, Rhetoric Society of America Book Award, 2011, Humanities Research Award, College of Liberal Arts, UT Austin, 2010-2012, Rome Prize in Renaissance and Early Modern Studies, American Academy in Rome, 2007-2008, Virginia Brown Fellowship, Center for Epigraphical and Palaeographical Studies, The Ohio State University, November 2005, National Humanities Center Fellowship, 1999-2000	

Geography & the Environment**Paul Adams****Professor**

Appointment:	2001 Tenured	
Education:	1993, Ph.D., University of Wisconsin-Madison, Geography	
Academic Experience:	2016-present Professor; 2007-2016 Associate Professor; 2001-2007 Assistant Professor	
Overseas Experience:	2017: conferences and research in Sweden; 2016-2019: 30% research appointment (Associate Professor II) from University of Bergen, Norway; 2016: conference presentations in Prague and Amsterdam 2016: taught 2 graduate courses in Mainz, Germany to students at Johannes Gutenberg University; 2010: 4-months of Fulbright funded research in Bergen,	
Language Proficiency:	French 3, Swedish 1, Norwegian 0	Percentage Dedicated To Area Studies: 30%
Relevant Courses:	Oxford Summer Study II: Nature and Society	
# of Courses Since 2014:	1	
Current Research:	Human Geography, Communication/Media Studies, Journalism Theory	
Recent Sample Publications:	BOOKS Adams, P.C., Cupples, J., Glynn, K., Jansson, A. & Moores S. (2016). <i>Communications/Media/Geographies</i> . New York: Routledge. Adams, P.C., Craine, J. and Dittmer, J. eds. (2014). <i>Research Companion to Media Geography</i> . Aldershot, UK: Ashgate Press. 390 pages. REFEREED JOURNAL ARTICLES Adams, P.C. (2017) Migration Maps with the News: Guidelines for Ethical Visualization of Mobile Populations, <i>Journalism Studies</i> 19(4): 527-547. doi:10.1080/1461670X.2017.1375387. Lowell, J. & Adams, P.C. (2016). The Routes of a Plant: Ayahuasca and the Global Networks of Santo Daime. <i>Social and Cultural Geography</i> 18(2): 137-157. doi:10.1080/14649365.2016.1161818. Adams, P.C. (2016). Placing the Anthropocene: A Day in the Life of an Enviro-organism. <i>Transactions of the Institute of British Geographers</i> 41(1): 54-65. Adams, P.C. & Gynnild, A. (2013). Communicating Environmental Messages in Online Media: The Role of Place. <i>Environmental Communication</i> 7(1): 113-130	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	8	
Distinctions:	2016: Member of the Geomedia Research Group, Department of Geography, Media and Communication, Karlstad University, Karlstad, Sweden; 2016-2017: Ander Visiting Professor in Global Media Studies, Anne-Marie and Gustaf Ander Foundation for Media Research and Karlstad University, Karlstad, Sweden	

Geography & the Environment**Sheryl Luzzadder-Beach****Professor**

Appointment:	2014 Tenured	
Education:	1990 Ph.D., University of Minnesota - Minneapolis, Geography	
Academic Experience:	University of Texas at Austin: 2014-present. Professor with Tenure, Department of Geography and the Environment; Various Positions at George Mason University, University of Georgia, Humboldt State University 1986-2014	
Overseas Experience:	Field research in Italy (2017), Iceland (2008, 2012, 2015, 2017), Turkey (1996, 1999, 2000), Syria(1996), Belize (1993-2017), Mexico (1994-2015), Guatemala (2009-2011); Recent Conference Presentations in Italy (2014), China (2016, 2017), Qatar (2017), Canada (2014, 2017), Japan (2015), Mexico (2016)	
Language Proficiency:	French 1+	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	Geographic Thought; Geoarchaeology; Physical Geography; Water Resources	
# of Courses Since 2014:	0	
Current Research:	Geography, Water Resources, Geoarchaeology, Human Rights, and Statistics	
Recent Sample Publications:	Geoarchaeology and Tropical Forest Soil Catenas of Northwestern Belize, <i>Quaternary International</i> 463: 198-217; Luzzadder-Beach, T. Beach, T. Garrison, S. Houston, J. Doyle, E. Roman, S. Bozarth, R. Terry, S. Krause, and J. Flood. 2017. "Paleoecology and Geoarchaeology at El Palmar and the El Zotz Region, Guatemala," <i>Geoarchaeology</i> . 32(2017): 90-106. doi:10.1002/gea.21587 . 2016 1 yr JCR <i>Impact Factor</i> 1.763; T. Beach, S. Luzzadder-Beach, J. Flood. 2017. "Synthesis of Geoarchaeological Research around Kinet Höyük, Hatay, Turkey." Chapter 39 In: Kozal, E., M. Akar, Y. Heffron, Ç. Çilingiroğlu, T.E. Şerifoğlu, C. Çakırlar, S. Ünlüsoy, E. Jean (eds.). <i>Questions, Approaches, and Dialogues in Eastern Mediterranean Archaeology: Studies in Honor of Marie-Henriette and Charles Gates</i> . Ugarit-Verlag, D. Hixson, T. Beach, S. Luzzadder-Beach and B.H. Dahlin. 2017	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	1 dissertation (Greece), 2 theses (Iceland, US/Mexico border)	
Distinctions:	2017. Selected 2018 Distinguished Alumni, College of Behavioral and Social Sciences, California State University at Chico. Award Ceremony to take place March 2018; 2017. Elected Vice President, American Association of Geographers. 2017-18.; 2014-pres. Fellow of the C.B. Smith Sr. Centennial Chair in U.S.-Mexico Relations #2, University of Texas at Austin; 2013. George Mason University College of Science Publication Excellence Award. (Presented 3 September 2013). For 2012 PNAS Article	

Government**Terrence L. Chapman****Associate Professor**

Appointment:	2018 Tenured	
Education:	2007, Ph.D., Emory University, Political Science	
Academic Experience:	2007-2012, Assistant Professor, UT-Austin; 2012-Present, Associate Professor, UT-Austin; 2009-2010 Visiting Research Associate, Princeton University (Neihaus Center for Globalization and Governance)	
Overseas Experience:	Conference presentation in Potsdam, German, Fall 2009; Travel to Italy, Spain, France, 2011-2012	
Language Proficiency:	Spanish 1	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	International Organization, Global Governance, International Political Economy	
# of Courses Since 2014:	3	
Current Research:	International Relations	
Recent Sample Publications:	Peer Reviewed: 2017. "Mixed Signals: Crisis Lending and Capital Markets," with Songying Fang, Xin Li, and Randy Stone. <i>British Journal of Political Science</i> 47(2): 329-349. 2015. "The Domestic Politics of Strategic Retrenchment, Power Shifts, and Preventive War," with Pat McDonald and Scott Moser. <i>International Studies Quarterly</i> 59(1): 133-144. 2015. "Institutions and Information Redux: a Response to Fey, Jo, and Kenkel," with Henry Pascoe. <i>Journal of Conflict Resolution</i> 59(1): 161-172. 2013. "Global Credit Markets, Political Violence, and Politically Sustainable Sovereign Risk Premia," with Eric Reinhardt. <i>International Interactions</i> 39(3): 316- 342. 2013. "Ratification Patterns and the International Criminal Court," with Stephen Chaudoin. <i>International Studies Quarterly</i> 57(2): 400-409. 2013. "International Bargaining, Endogenous Domestic Constraints, and Democratic Accountability," with Johannes Urpelainen and Scott Wolford. <i>Journal of Theoretical Politics</i> 25(2): 260-283	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:	Senior Editor, International Studies Quarterly (flagship journal of the International Studies Association), 2016-present, Associate Editor, International Studies Quarterly, 2013-present	

Government**John Gerring****Professor**

Appointment:	2016 Tenured	
Education:	1993 Ph.D., University of California at Berkeley, Department of Political Science	
Academic Experience:	Department of Government, University of Texas at Austin: Professor (2016-), Department of Political Science, Boston University: Assistant Professor (1993-), Associate Professor (1999-), Professor (2007-16)	
Overseas Experience:	Conferences and workshops in Sweden (annually since 2010), Norway (2018), Italy (2016), Denmark (2014), Netherlands (2013)	
Language Proficiency:	English 5, French 2, German 1	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	International Development and Global Justice	
# of Courses Since 2014:	1	
Current Research:	Comparative politics	
Recent Sample Publications:	Gerring, John, Dino Christenson. 2017. <i>Applied Social Science Methodology: An Introductory Guide</i> . Cambridge University Press. • Gerring, John. 2017. <i>Case Study Research: Principles and Practices</i> , 2d ed. Cambridge University Press. Portuguese edition, 2019. • Elman, Colin, John Gerring, James Mahoney (eds). 2016. <i>Case Study Research: Putting the Quant into the Qual</i> , special issue of <i>Sociological Methods and Research</i> 45:3 (August). • Gerring, John. 2012. <i>Social Science Methodology: A Unified Framework</i> , 2d ed. Cambridge University Press. • Gerring, John, Matthew Maguire, Jillian Jaeger. 2018. "A General Theory of Power Concentration: Demographic Influences on Political Organization." <i>European Political Science Review</i> (forthcoming). Gerring, John, Michael Hoffman, Dominic Zarecki. 2018. "The Diverse Effects of Diversity on Democracy." <i>British Journal of Political Science</i> (April)	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	5	
Distinctions:		

Government**Benjamin Gregg****Associate Professor**

Appointment:	1995 Tenured	
Education:	1996 Ph.D., Princeton University, Political Science	
Academic Experience:	Tenured in 2003	
Overseas Experience:	Presentations in the UK, China, Germany, Sweden, Brazil and more	
Language Proficiency:	German 4, French 2, Italian 1, Chinese 1	Percentage Dedicated To Area Studies: 30%
Relevant Courses:	Mainly courses in European political thought, at graduate and undergraduate level	
# of Courses Since 2014:	5	
Current Research:	Political theory	
Recent Sample Publications:	<i>The Human Rights State: Justice Within and Beyond Sovereign Nations</i> (University of Pennsylvania Press, 2016); <i>Human Rights as Social Construction</i> (Cambridge University Press, 2012) "The Coming Political Challenges of Artificial Intelligence," in Ramón Reichert and Mathias Fuchs, eds., <i>Digital Culture & Society</i> [forthcoming, 2018] "How to Read for Politically Relevant Current Developments in Human Genetics," <i>Journal of Politics and Life Sciences</i> [forthcoming, 2018] "Vom Nutzen und Nachteil der Biotechnik: Zur normativen Einschätzung der Humangenmanipulation [On the Use and Abuse of Biotechnology: Toward a Normative Evaluation of Human Genetic Engineering], in Brigitte Keplinger, ed., <i>Zur Optimierung des Menschen, Conference Proceedings</i> , Linz, Austria [forthcoming 2018]	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:	2016 International Symposium on my book <i>The Human Rights State: Justice Within and Beyond Sovereign Nations</i> (2016), Lund University, Faculty of Law, Lund University, 6 April 2016 Fulbright (bioethics research Professor at Johannes-Kepler-Universität Linz, Institut für Sozial- und Gesellschaftspolitik, Austria), Spring 2016 Invited: Series of Lectures, University of Hokkaido, Sapporo, Japan: Center for the Advanced Studies of Law and Politics, Graduate School of Law, 15-26 August 2015 Keynote Address, Glasgow Human Rights Network, "Challenges to Human Rights Theory and Practice," Scotland, UK, May 20 2015 Master Class, Glasgow Human Rights Network, Scotland, UK, postgraduate cluster, on <i>The Human Rights State</i> (University of Pennsylvania Press, forthcoming 2016), Scotland, UK, May 21 Special Topics Issue on <i>The Human Rights State</i> (2016)	

Government**Amy Liu****Associate Professor**

Appointment: 2018 Tenured

Education: 2009, Ph.D., Emory University, Political Science

Academic Experience: 2017-Present: Associate Professor, 2009-2017: Assistant Professor

Overseas Experience: Conference presentation in Bulgaria (2014), Croatia (2015), Hungary (2014), Romania (2015), Slovenia (2015), Research in Albania (2016), Bulgaria (2014), Croatia (2015), Germany (2013), Hungary (2013-2014), Portugal (2014), Romania (2015-2016), Serbia (2016), and Slovenia (2015)

Language Proficiency: Mandarin 5, Chinese 5, Taiwan 5, and English 5, Hungarian 2/3 Romanian 2/3, French 1, Russia 1, Spanish 1, Bulgarian 0, Georgian 0, Serbian 0

Relevant Courses: Politics of Eastern Europe

of Courses Since 2014: 1

Current Research: Eastern Europe; ethnic politics; migration

Recent Sample Publications: 2015: *Standardizing Diversity: The Political Economy of Language Regimes* (University of Pennsylvania Press). Articles -- Forthcoming: "Language of Economic Growth: A New Measure of Linguistic Heterogeneity." *British Journal of Political Science* (with Elise Pizzi). Forthcoming: "Minority Languages in Dictatorships: A New Measure of Recognition." *Political Science Research and Method* (with Jennifer Gandhi and Curtis Bell). 2018: "Linguistic Origins of Gender Equality, and Women's Rights." *Gender and Society* 32(10): 82-108 (with Sarah Shair-Rosenfield, Lindsey Vance, and Zsombor Csata). 2017. "The Hanification of Xinjiang, China: The Economic Effects of the Great Leap West." *Studies in Nationalism and Ethnicity* 17(2): 265-280 (with Kevin Peters). 2017. "Ethnic Identity and Attitudes toward State Institutions: Evidence of Judicial Legitimacy among the Indigenous in Latin America." *Politics, Groups, and Identity* 5(4): 561-579 (with Erin Huebert). 2017

of Recent Publications: 5

Dissertations/Theses Supervised in Past Five Years: 2/5/2018

Distinctions: Fulbright Scholarship 2015-2016

Government**Robert C. Luskin****Associate Professor**

Appointment: 1988 Tenured

Education: 1983 Ph.D., University of Michigan

Academic Experience: University of Texas at Austin. Associate Professor, 1994-present. Assistant Professor, 1988-94; Stanford University, Visiting Associate Professor (Department of Communication), 2005-07, 2008- 09; Princeton University. Visiting Assistant Professor, 1987-88; University of Alabama. Assistant

Overseas Experience: (2000-present) Presentations in France, Switzerland, Hungary, U.K, Bulgaria and more

Language Proficiency: French 4+

Relevant Courses: Many of the readings and much of the discussion, to a degree depending on the students' interests, concern Europe

of Courses Since 2014: 4

Current Research: Mass politics (public opinion, voting, political participation, political psychology, political communications), statistical methods. I've done research on a good many countries, including a good many in Europe. At the country level, I know most about the U.S., France, and Britain in that order

Recent Sample Publications: Fishkin, James S., Thad Kousser, Robert C. Luskin and Alice Siu. "Deliberative Agenda Setting: Piloting Reform of Direct Democracy in California." *Perspectives on Politics*, 13 (2015): 1030- 1042. Fishkin, James S., Robert C. Luskin, and Alice Siu. "Europolis and the European Public Sphere: Empirical Explorations of a Counterfactual Ideal." *European Union Politics* 15 (2014): 328-351. Luskin, Robert C., Ian O'Flynn, Fishkin, James S., and David Russell. "Deliberating across Deep Divides." *Political Studies* 62 (2014): 116-135. (Published online Dec. 6, 2012.) List, Christian, Robert C. Luskin, James S. Fishkin, and Iain McLean. "Deliberation, Single- Peakedness, and the Possibility of Meaningful Democracy: Evidence from Deliberative Polls." *Journal of Politics* 75 (2013)

of Recent Publications: 2

Dissertations/Theses Supervised in Past Five Years: 5 (3 at UT, 2 at Stanford)

Distinctions: Editorial Boards: American Political Science Review, 1995-2001. Political Analysis, 1988-1998

Government**Robert Moser****Professor****Department Chair**

Appointment:	1995 Tenured		
Education:	1995 Ph.D., University of Wisconsin		
Academic Experience:	2013-Present: Professor, 2001-13: Associate Professor, 1995-01: Assistant Professor, UT Austin		
Overseas Experience:	Russia		
Language Proficiency:	Russian 3	Percentage Dedicated To Area Studies:	25%
Relevant Courses:	Politics and New Democracies; Democratization in Comparative Perspective; Comparative Political Institutions.		
# of Courses Since 2014:	3		
Current Research:	Study of electoral systems, political parties, women's and minority representation, Russian politics.		
Recent Sample Publications:	Electoral Systems and Political Context (co-authored with E. Scheiner) (Cambridge University Press, 2012); "Electoral Rules and Political Inclusion," (with Mona Lena Krook) Perspectives on Politics, Vol. 10, No. 3 (2013): 814-818; "Ethnic Federalism, Electoral Systems, and the Representation of Ethnic Minorities: Evidence from Russia," in Oleh Protsyk and Benedikt Harzl (eds.) Managing Ethnic Diversity in Russia (Routledge, 2012)		
# of Recent Publications:	0		
Dissertations/Theses Supervised in Past Five Years:	4		
Distinctions:	2013: University of Texas Academy of Distinguished Teachers, Nominated; 2012: University of Texas Regents' Outstanding Teaching Award, Nominated; 2010: University of Texas Silver Spurs Endowed Teaching Fellowship; 2009: Raymond Dickson Centennial Endowed Teaching Fellowship, Nominated		

Government**Michael Mosser****Lecturer**

Appointment:	2018 Lecturer		
Education:	2002 Ph.D., University of Wisconsin - Madison, Political Science		
Academic Experience:	Lecturer, Department of Government / International Relations and Global Studies / Center for European Studies, The University of Texas at Austin (since Summer 2012); Assistant Director, Center for European Studies, The University of Texas at Austin (since Fall 2014); Distinguished Scholar, Robert S.		
Overseas Experience:	Visiting Professor, Faculty of Cultural and Social Sciences, European University Viadrina (Summer 2016), Research in Italy (2015), Research in UK/Belgium (2013)		
Language Proficiency:	Spanish 2, French 0+, German 1, Italian 0+	Percentage Dedicated To Area Studies:	33%
Relevant Courses:	Government and Politics of Western Europe, The Comprehensive Notion of European Security, European Environmental Politics, The European Union & Regional Integration		
# of Courses Since 2014:	4		
Current Research:	Comparative Politics of Europe, European security, European environmental politics		
Recent Sample Publications:	"Embracing 'Embedded Security': The OSCE's Understated but Significant Role in the European Security Architecture," <i>European Security</i> 24:4 (December 2015), pp. 579-99. DOI: 10.1080/09662839.2015.1054376		
# of Recent Publications:	1		
Dissertations/Theses Supervised in Past Five Years:	Plan II Honors theses: 3 GOV Honors: 1 LAH theses: 1 US Army War College Fellowship Theses: 2 EUS theses: 6		
Distinctions:	Raymond Dickson Centennial Endowed Teaching Fellowship, College of Liberal Arts, The University of Texas at Austin, 2016; "Engagement as Political Action," Keynote speech, Central Texas Model United Nations (CTMUN), 18 November 2016; "The Shadow of the Future in Contemporary International Relations," Keynote speech, Central Texas Model United Nations, 21 November 2014		

Government**Thomas L. Pangle****Professor**

Appointment:	2004 Tenured	
Education:	1972 Ph.D., University of Chicago	
Academic Experience:	University Professorship (2001-2004), Professor (1983), and Associate Professor, University of Toronto; appointed to Graduate School and awarded tenure 1979, Fellow, St. Michael's College, University of Toronto (1985-2004), Fellow, Victoria College, University of Toronto (1979-84)	
Overseas Experience:	Werner Heisenberg Memorial Lecture, Bavarian Academy of Sciences, Munich, 2007, Carl Friedrich von Siemens Fellow, Siemens Institute, Munich, Germany, 1997-98., Consultant, U. S. European Command Democratization Curriculum, 1993, Opening Address, United States Mission to NATO fifth annual Conference for European Strategic Studies Institutes, Brussels, September 19, 1989	
Language Proficiency:	French 2, Italian 1, German 1, Ancient Greek 3, Latin 2	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Political Philosophy Of Plato, Might And Right Among Nations, Thucydides On War And Empire, Nietzsche's Mature Pol Thought	
# of Courses Since 2014:	4	
Current Research:	Normative Political Theory, History of Political Thought	
Recent Sample Publications:	Refereed Books authored <i>The Socratic Way of Life: Xenophon's Memorabilia</i> (Chicago: U. of Chicago Press, 2018); <i>The Key Texts of Political Philosophy: An Introduction</i> , co-authored with Timothy Burns (Cambridge: Cambridge U. Press, 2014). —Chinese translation forthcoming from Beijing United Publishing Co.; Aristotle's Teaching in THE POLITICS (Chicago: U. of Chicago Press, 2013). —Chinese translation, Shanghai: Huaxia, Hermes, Classici et Commentarii, East China Normal University Press, 2017. Refereed Books edited: Sophocles, The Theban Plays: Oedipus the Tyrant, Oedipus at Colonus, Antigone, translated with notes and introductory essays; with Peter J. Ahrens Dorf (Ithaca: Cornell U. Press, 2013); Political Philosophy Cross-Examined: Perennial Challenges to the Philosophic Life (New York: Palgrave-McMillan, 2013)	
# of Recent Publications:		
Dissertations/Theses Supervised in Past Five Years:	5	
Distinctions:	Canadian Pol. Sci Assn. Annual Convention, Ottawa, June 2015: Political Theory Workshop, "Political Philosophy and the Works of Thomas L. Pangle", Outstanding Graduate Teaching Award, University. of Texas, 2014, Jack Miller Center for Teaching America's Founding Principles and History, Chairman Award for Academic Excellence 2014	

Government**Lorraine Pangle****Professor**

Appointment:	2004 Tenured	
Education:	1999 Ph.D., University of Chicago	
Academic Experience:	2004-11: Associate Professor; 2011-present: Professor	
Overseas Experience:		
Language Proficiency:	German 2, Ancient Greek 2	Percentage Dedicated To Area Studies: 75%
Relevant Courses:	Greek Political Thought; The Classical Quest for Justice; The Theoretical Foundations of Modern Politics	
# of Courses Since 2014:	3	
Current Research:	Political philosophy in ancient Greece, modern Europe, and the US	
Recent Sample Publications:	<i>Reason and Character: The Moral Foundations of Aristotelian Political Philosophy</i> (Chicago, IL: University of Chicago Press, forthcoming). <i>Virtue is Knowledge: The Moral Foundations of Socratic Political Philosophy</i> (Chicago, IL: University of Chicago Press, 2014), 271 pp. "The Anatomy of Courage in Aristotle's Nicomachean Ethics," <i>Review of Politics</i> , forthcoming fall 2018. "Xenophon on the Psychology of Supreme Political Ambition," <i>American Political Science Review</i> , 111:2 (May 2017), 308-21. "The Divided Soul in Platonic and Aristotelian Philosophy," in Dustin Gish, Christopher Constanas, and J. Scott Lee, eds., <i>The Quest for Excellence: Selected Papers from the Seventeenth Annual Conference (2011) of the Association for Core Texts and Courses</i> (University Press of America, 2016), 87-91. "Moral Indignation, Magnanimity, and Philosophy in the Trial of the Armenian King," in Andrea Radasanu, ed., <i>In Search of Humanity: Essays in Honor of Clifford Orwin</i> (Lanham, MD: Lexington Books, 2015)	
# of Recent Publications:		
Dissertations/Theses Supervised in Past Five Years:	2	
Distinctions:	National Endowment for the Humanities Fellowship, 2016; Raymond Dickson Centennial Endowed Teaching Fellowship, 2014	

Government**Ami Pedahzur****Professor**

Appointment:	2018 Tenured	
Education:	1999 Ph.D., The University of Haifa, Israel	
Academic Experience:	Arnold S. Chaplik Professor in Israel and Diaspora Studies. 2013-Present. Professor, Department of Government. 2010-Present. Associate Professor, Department of Government and Department of Middle Eastern Studies 2005-2009	
Overseas Experience:	Conferences and research in England (2016, 2017)	
Language Proficiency:	Hebrew 5, Arabic 2+	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	Global Evolution, Spec Op Forces; War, Technology, And Strategy	
# of Courses Since 2014:	2	
Current Research:	Political radicalism, violence, methods	
Recent Sample Publications:	Speizman, Ilana. Swed, Ori. Pedahzur, Ami. 2016. "Policy change inch by inch: Policy entrepreneurs in the Holy Basin of Jerusalem." <i>Public Administration</i> . Vol. 94. No. 4. Pp. 1042-1058. 2. Perliger, Arie. Koehler-Derrick Gabriel. Pedahzur, Ami. 2016. "The Gap between Participation and Violence: Why We Need to Disaggregate Terrorist 'Profiles'—A Research Note." <i>International Studies Quarterly</i> . Vol. 60. No. 2. Pp. 220-229. 3. Perliger, Arie. Pedahzur, Ami. 2016. "Counter-Cultures, Group Dynamics and Religious Terrorism." <i>Political Studies</i> . Vol. 64. No. 2. Pp. 297-314 Pedahzur, Ami. McCarthy, Holly. 2015. "Against All Odds – The Paradoxical Victory of the West Bank Settlers." <i>Israel Affairs</i> . Vol. 21. No. 3. Pp. 443-461. Pedahzur, Ami. Perliger, Arie. 2018. "Territories in Israeli Politics." In Rahat, Gideon, Hazan Reuven, Dowty, Alan and Hofnung, Menachem (Eds.). <i>The Oxford Handbook of Politics and Society in Israel</i> . Oxford: Oxford University Press	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:	Fellow, Patterson-Banister Chair. 2012, 2014, 2016. Fellow, Gale Chair of Judaic Studies. 2011-2013 President's Associates Teaching Excellence Award. 2010.Raymond Dickson Centennial Endowed Teaching Fellowship. 2009.Distinguished Scholar, Robert S. Strauss Center for International Security and Law. The University of Texas at Austin. 2007	

Government**Zeynep Somer-Topcu****Assistant Professor**

Appointment:	2018 Tenure-Eligible	
Education:	2009, Ph.D., University of California, Davis Political Science	
Academic Experience:	August 2015- Present: Assistant Professor of Government at UT-Austin, August 2009- July 2015: Assistant Professor of Political Science at Vanderbilt University	
Overseas Experience:	Visiting Researcher at the Mannheim Centre for European Social Research (MZES), University of Mannheim, Germany, February, 2013. Invited Talks in the past 5 years: Aarhus University, Workshop on Democratic Representation in Comparative Perspective, Aarhus, Denmark, November 2017. Humboldt University, Berlin, Germany, March 2017	
Language Proficiency:	Turkish 5, English 4, German 1+	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Government and Politics of Western Europe, European Union/ Regional Integration, Comparative Political Parties	
# of Courses Since 2014:	3	
Current Research:	European politics, political parties, elections, representation, European voter behavior and perceptions	
Recent Sample Publications:	"The Informational Role of Party Leader Changes on Voter Perceptions of Party Positions" (with Pablo Fernandez-Vasquez), <i>British Journal of Political Science</i> . Published online (2017); "Agree or Disagree: How do Party Leader Changes Affect the Distribution of Voters' Perceptions," <i>Party Politics</i> 23(1): 66-75 (2017); "Everything to Everyone: The Electoral Consequences of the Broad-Appeal Strategy in Europe," <i>American Journal of Political Science</i> 59 (4): 841-854 (2015); "Do Voters Respond to Party Manifestos or to a Wider Information Environment? An Analysis of Mass-elite Linkages on European Integration" (with James Adams and Lawrence Ezrow) <i>American Journal of Political Science</i> 58(4): 967-978 (2014); "Opposition Party Policy Shifts in Response to No-Confidence Motions" (with Laron Williams) <i>European Journal of Political Research</i> 53(3): 600-616 (2014); "European Parliamentary Elections and National Party Policy Change" (with Michelle Zar) <i>Comparative Political Studies</i> 47: 878-902 (2014)	
# of Recent Publications:	5	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:		

Government**Dana Jalbert Stauffer****Senior Lecturer**

Appointment:	2018 Lecturer	
Education:	2005 Ph.D., University of Toronto, Political Science	
Academic Experience:	Lecturer, 2005-2008; Lecturer and Research fellow, 2009-2015; Senior Lecturer and Research Fellow, 2016- present	
Overseas Experience:	Spent the 2013-2014 academic year living in Munich	
Language Proficiency:	French 0, Ancient Greek 1	Percentage Dedicated To Area Studies: 75%
Relevant Courses:	Morality and Politics, Women in the History of Political Thought, American Government course (focused on Tocqueville, a French author)	
# of Courses Since 2014:	3	
Current Research:	Political Theory	
Recent Sample Publications:	Review of <i>Making Religion Safe for Democracy: Transformation from Hobbes to Tocqueville</i> , by J. Judd Owen. <i>Interpretation: A Journal of Political Philosophy</i> Volume 42, Number 3. 2016; "Tocqueville on the Modern Moral Situation: Democracy and the Decline of Devotion.," <i>American Political Science Review</i> Volume 108, Number 4. 2014	
# of Recent Publications:		
Dissertations/Theses Supervised in Past Five Years:	1	
Distinctions:		

Government**Devin Stauffer****Associate Professor**

Appointment:	2004 Tenured	
Education:	1998 Ph.D., Boston College, Political Science	
Academic Experience:	Visiting Associate Professor of Government, Harvard University, 2018; Associate Professor of Government, The University of Texas at Austin, 2007-	
Overseas Experience:	Lecture in Germany (2008), Year long research fellowship in Germany (2013-14); Lecture in Germany (2018)	
Language Proficiency:	Ancient Greek 3, Latin 2, German 1	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Thucydides Political Realism, Socratic Political Philosophy, Morality and Politics, The Quest for Justice, The Classical Quest for Justice, The Problem of Socrates	
# of Courses Since 2014:	4	
Current Research:	Ancient and early modern political philosophy	
Recent Sample Publications:	Book: <i>Hobbes's Kingdom of Light: A Study of the Foundations of Modern Political Philosophy</i> . Chicago: University of Chicago Press. Forthcoming, June 2018. (Currently in page proofs.) Articles and chapters: "Thucydides and the New Political Science of the American Founding," in <i>Thucydides and the American Founding</i> , Charlotte C. S. Thomas and Will R. Jordan, eds. Macon, GA: Mercer University Press. Forthcoming. "Hobbes on Nature and its Conquest," in <i>Mastery of Nature: Promises and Prospects</i> , Svetozar Minkov, Berhard L. Trout, and Daniel Doneson, eds. Philadelphia: University of Pennsylvania Press. Forthcoming. "'Of Darkness from Vain Philosophy': Thomas Hobbes's Critique of the Classical Tradition." <i>American Political Science Review</i> 110:3 (August 2016): 481-94. "On 'Classic Natural Right' in Natural Right and History," in <i>Brill's Companion to Leo Strauss' Writings on Classical Political Thought</i> , Timothy Burns, ed. Leiden: Brill Publishers, 2015	
# of Recent Publications:		
Dissertations/Theses Supervised in Past Five Years:	5ish	
Distinctions:	Nominated for the Academy of Distinguished Teachers Award, The University of Texas at Austin, 2016-17, 2017-18. Nominated for the Regents' Outstanding Teaching Award, The University of Texas System, 2017-18. Nominated for the Minnie Stevens Piper Professor Award, 2017-18. Carl Friedrich von Siemens Fellowship, a year-long research fellowship in Munich, 2013-14	

Government**Kurt Weyland****Mike Hogg Professor in Liberal Arts**

Appointment:	2018 Tenured	
Education:	1991 Ph.D., Stanford University	
Academic Experience:	2014-present: Mike Hogg Professor in Liberal Arts, 2007-2014: Lozano Long Professor in Latin American Politics, 2004-present: Professor of Government, 1998-2004: Associate Professor of Government, 1991-1998: Assistant Prof of Political Science	
Overseas Experience:	Conference presentations in Germany (2017), Chile (2017), England (2016), Brazil (2016), France (2015), Egypt (2015), Morocco (2015), Spain/Catalonia (2015)	
Language Proficiency:	German 5, English 4+, Portuguese, Spanish 3+, French, Latin 1+	Percentage Dedicated To Area Studies: 30%
Relevant Courses:	Politics of Social Reform/Revolution, Comparative study of Political Systems	
# of Courses Since 2014:	2	
Current Research:	Democratization, authoritarian rule, fascism, & populism in Europe & Latin America	
Recent Sample Publications:	<i>Making Waves: Democratic Contention in Europe & Latin America after the Revolutions of 1848</i> (Cambridge University Press, 2014); "Crafting Counterrevolution: How Reactionaries learned to Combat Change in 1848," <i>AMERICAN POLITICAL SCIENCE REVIEW</i> 110:2 (May 2016); "Autocratic Diffusion & Cooperation: The Impact of Interests vs. Ideology," <i>DEMOCRATIZATION</i> (December 2017); "Fascism's Missionary Ideology and the Autocratic Wave of the Interwar Years," <i>DEMOCRATIZATION</i> (December 2017); "Populism: A Political-Strategic Approach," in Cristobal Rovira Kaltwasser et al., eds. <i>OXFORD HANDBOOK ON POPULISM</i> (Oxford UP, 2017)	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	6	
Distinctions:	Best book award 2015 for 2014 book MAKING WAVES, awarded by Comparative Democratization section, American Political Science Association, Best article award 2017 for 2016 APSR article, Section on Qualitative & Multi-Methods Research, American Political Science Association, Co-winner of best article award 2017 for 2016 APSR article, Comparative Democratization section, American Political Science Association	

Government**Christopher Wlezien****Professor**

Appointment:	2013 Tenured	
Education:	1989 Ph.D., University of Iowa, Political Science	
Academic Experience:	Hogg Professor of Government, University of Texas at Austin, 2013- Professor of Political Science, Temple University, 2005-2013 Reader in Comparative Government, Oxford University, 2002-2005 Faculty Fellow, Nuffield College, 2001-2005	
Overseas Experience:	Besides appointment to Oxford University and Nuffield College, I have taught workshops at various European universities (EUI in Florence, Juan March in Madrid, Manchester, Mannheim, Science Po in Paris), gave invited talks at numerous other European universities (Aarhus, Amsterdam, Antwerp, Copenhagen, Essex, Gothenburg, Hertie School, Koc University, Leiden, Lund, Munich, Nottingham, Southampton, Surrey, Trinity College Dublin,	
Language Proficiency:	Spanish 1	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Public Opinion and Public Policy graduate seminar; Comparative Political Behavior graduate seminar	
# of Courses Since 2014:	2	
Current Research:	Political behavior, political institutions, public opinion, elections, public policy, research methodology	
Recent Sample Publications:	<i>The 2012 Campaign and the Timeline of Presidential Elections</i> , with Robert S. Erikson. University of Chicago Press, 2014. EDITED BOOKS: <i>The Routledge Handbook of Public Opinion and Voting Behavior</i> , edited with Edward Fieldhouse, Justin Fisher, Mark Franklin, Rachel Gibson, and Marta Cantijoch. London: Routledge, 2017. EDITED SPECIAL ISSUES (excluding those published while official journal editor): Special issue on Advances in the Study of Democratic Responsiveness, edited with Peter Esaiasson. <i>Comparative Political Studies</i> , vol. 50, 2017. REFEREED JOURNAL ARTICLES: "Understanding Equation Balance in Time Series Regression: An Extension," with Peter Enns. <i>Political Science Research and Methods</i> , forthcoming. "Election Polling Errors across Time and Space," with Will Jennings. <i>Nature Human Behaviour</i> , 2018.	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:	Degrees of Democracy: Politics, Public Opinion and Policy, with Stuart Soroka. New York: Cambridge University Press, 2010, was named the 2013 winner of the American Political Science Association's Seymour Martin Lipset award. "The Company You Keep: How Citizens infer Parties' Positions on Europe from Governing Coalition Arrangements," with James Adams and Lawrence Ezrow. <i>American Journal of Political Science</i> , 2016	

Government**Scott Wolford****Associate Professor**

Appointment:	2011 Tenured		
Education:	2008 Ph.D., Emory University		
Academic Experience:	2014-Present: Associate Professor; 2008-2014: Assistant Professor		
Overseas Experience:	Lecture in Romania (2016); Research in the Netherlands (2012)		
Language Proficiency:	None	Percentage Dedicated To Area Studies:	40%
Relevant Courses:	World War I in Real Time (Undergraduate)		
# of Courses Since 2014:	1		
Current Research:	Political science; international relations		
Recent Sample Publications:	Book: Wolford, Scott. 2015. <i>The Politics of Military Coalitions</i> . Cambridge University Press. Journal articles: Wolford, Scott. 2018. "Wars of Succession." <i>International Interactions</i> 44.1:173-187; Wolford, Scott, and Moonhawk Kim. 2017. "Alliances and the High Politics of International Trade." <i>Political Science Research and Methods</i> 5.4:587-611; Wolford, Scott. 2017. "The Problem of Shared Victory: War-Winning Coalitions and Postwar Peace." <i>Journal of Politics</i> 79.2:702-716; Wolford, Scott, and Emily Hencken Ritter. 2016. "National Leaders, Political Security, and the Formation of Military Coalitions." <i>International Studies Quarterly</i> 60.3:540-551; Thomas, Jakana L., William Reed, and Scott Wolford. 2016. "The Rebels' Credibility Dilemma." <i>International Organization</i> 70.3:477-511; Bell, Curtis M., and Scott Wolford. 2015. "Oil Discoveries, Shifting Power, and Civil Conflict." <i>International Studies Quarterly</i> 59.3:517-530		
# of Recent Publications:	4		
Dissertations/Theses Supervised in Past Five Years:	1		
Distinctions:	Fellow, Mike Hogg Professorship in Government. 2016-2018. University of Texas at Austin, Big XII Faculty Fellowship. 2016-2017. University of Texas at Austin. (\$1,500), Center for East Asian Studies Continuing Course Development Grant. 2016. University of Texas at Austin. "War and Peace in East Asia: China, Japan, and Taiwan." (\$1,000), Center for East Asian Studies Course Development Grant. 2013. University of Texas at Austin. "War and Peace in East Asia: China, Japan, and Taiwan." (\$5,000)		

Government**Maurizio Viroli****Professor**

Appointment:	2018 Tenured		
Education:	1985 Ph.D., European University Institute, Florence		
Academic Experience:	Professor 1993-2013 Princeton University		
Overseas Experience:	2017 February 21, Roma, Centro Congressi Roma Eventi, organized by Possibile, La Costituente delle idee, video-conference. February 22, Austin, AT&T Executive Education and Conference Center, series of lectures on Machiavelli's prince of business. Leadership in Changing Times, lecture on Advice from Italy's (In)famous Military Strategist. March 13, Florence, organized by Syracuse University in Florence		
Language Proficiency:	Italian 5, French 4, English 4, German 2	Percentage Dedicated To Area Studies:	50%
Relevant Courses:	Machiavelli and Modern Political Thought, The Foundation of Modern Politics, Politics and Religion		
# of Courses Since 2014:	3		
Current Research:	History of Political ideas		
Recent Sample Publications:	2016 <i>The Quotable Machiavelli</i> , Princeton, Princeton University Press; <i>How to choose a leader. Machiavelli's advice to citizens</i> , Princeton, Princeton University Press; <i>L'autunno della Repubblica</i> , Roma-Bari, Laterza. 2013; <i>Redeeming The Prince: The Meaning of Machiavelli's Masterpiece</i> , Princeton, Princeton University Press. Italian translation, <i>La redenzione dell'Italia. Saggio sul «Principe» di Machiavelli</i> , Roma-Bari, Laterza, 2013. Spanish translation, <i>La redención de El príncipe: el significado de la obra maestra de Maquiavelo</i> , Bogotá, Universidad de los Andes: Ediciones Uniandes, 2016. <i>Il sorriso di Niccolò. Storia di Machiavelli</i> , new and revised edition, Roma-Bari, Laterza. <i>Scegliere il principe. I consigli di Machiavelli al cittadino eletto</i> , Roma-Bari, Laterza. Spanish translation, <i>La elección del príncipe: los consejos de Maquiavelo al ciudadano elector</i> , translated by Paula Caballero Sánchez, Barcelona, Paidós, 2014. Portuguese translation, forthcoming. Korean translation, forthcoming		
# of Recent Publications:	5		
Dissertations/Theses Supervised in Past Five Years:	4		
Distinctions:			

History**Robert H. Abzug****Audred and Bernard Rapoport Regents Chair**

Appointment:	1978 Tenured	
Education:	1977 Ph.D., University of California at Berkeley, History	
Academic Experience:	2011-Present: Audre and Bernard Rapoport Regents Chair of Jewish Studies; 2002-2011: Oliver H. Radkey Professor of History; 1990-2001: Professor; 1984-2001: Associate Professor; 1978-1984: Assistant Professor	
Overseas Experience:	Eric Voegelin Visiting Professor, University of Munich (1990-91) Conference Presentation, Amerikajaus, Munich (2007) Various Research Trips and Invited Lectures (Canada, 2009-Present)	
Language Proficiency:	French 1+, German 1	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Holocaust in American Memory, Holocaust and Race, Jews and Roma America and the Holocaust	
# of Courses Since 2014:	3	
Current Research:	History of Religion, History of Psychotherapy, History of the Holocaust, History of Photography	
Recent Sample Publications:	Final draft, <i>biography of Rollo May, American psychoanalyst</i> ; Critical, Annotated, and Abridged Edition of William James, <i>The Varieties of Religious Experience</i> , [original edition 1902], (Bedford/St. Martin's Press, 2012) Barry L. Stiefel and Hernan Tesler-Mabé, <i>Neither in Dark Speeches nor in Similitudes: Reflections and Refractions Between Canadian and American Jews</i> (Waterloo, Ontario: Wilfrid Laurier Press, 2016). (1500 words) <i>Canadian Jewish Studies</i> 24 (in press). Mark Celinscak, <i>Distance from the Belsen Heap: Allied Forces and the Liberation of a Nazi Concentration Camp</i> (Toronto: University of Toronto Press, 2015) in <i>Canadian Jewish Studies</i> 24 (2016), 194-6. "Antislavery Impulses," <i>Modern Intellectual History</i> , 13(3) (2016)	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:	Faculty Academic Advisor, Outstanding Advising Certificate of Merit, National Academic Advising Association (NACADA) 2015, Silver Spurs Teaching Fellowship, 2015	

History**Miriam Bodian****Professor**

Appointment:	2009 Tenured	
Education:	1988 Ph.D., Hebrew University, Jerusalem, Jewish History	
Academic Experience:	1988-1997 Assistant Professor, 1998-2003 Associate Professor, 2004-present Professor	
Overseas Experience:	Research in Oxford (1997-1998), Lisbon (2001, 2008), Madrid (2016), Jerusalem (a month, most summers)	
Language Proficiency:	Hebrew 5, French 5, Spanish 5, Portuguese 3+, Dutch 3+, German 3+, Italian 1+	Percentage Dedicated To Area Studies: 95%
Relevant Courses:	The Roots of Religious Toleration, Power and Belief in Early Modern Europe, The Spanish Inquisition, The Church and the Jews, Introduction to Jewish Civilization, 1492-present	
# of Courses Since 2014:	5	
Current Research:	Early Modern European Jewish History	
Recent Sample Publications:	"Americo Castro's Conversos and the Question of Subjectivity," in <i>Culture and History Digital Journal</i> 6 (2017) [= Fernando Rodríguez Mediano and Carlos Cañete, eds., <i>Interioridad, sujeto, autoridad: conversiones y contrarreforma en la construcción del sujeto (ss. XVI-XVII)</i>]; "Baptized or Not? The Inquisitors' Dilemma in Trials of Portuguese Jews from Dutch Brazil, 1645-1647," to be published in Claude Stuczynski and Bruno Feitler, eds., <i>Portuguese Jews, New Christians and 'New Jews'</i> , Brill, 2018. "The Geography of Conscience: A Seventeenth-Century Atlantic Jew and the Inquisition," <i>The Journal of Modern History</i> 89:2 (2017), 247-281. "From the Files of the Portuguese Inquisition: Isaac de Castro Tartas's Latin Ego-Document, 1645," co-author Ide François, <i>Jewish Quarterly Review</i> 107 (Spring 2017), 231-246	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:		
Distinctions:	Elected Fellow, American Academy for Jewish Research, May 2013	

History**Benjamin Brower****Associate Professor**

Appointment:	2009 Tenured	
Education:	2005 Ph.D., Cornell University	
Academic Experience:	2012-Present: Associate Professor, 2005-12: Assistant Professor	
Overseas Experience:	Teaching France (2017); Conference presentations France (2017 (x3), 2012, 2010), England (2013, 2012), Tunisia (2016 (x2), 2012), Algeria (2015, 2012 (x3), Mexico (2015)	
Language Proficiency:	French 4, Arabic 1, German 0+, Spanish 1	Percentage Dedicated To Area Studies: 80%
Relevant Courses:	French Empire: The "West" and "Islam", WESTERN CIVILIZATION IN MODERN TIMES, Writing Violence in History, Introduction to Modern North Africa (colonial France, Spain, Italy), Revolution & Decolonization in North Africa (colonial France)	
# of Courses Since 2014:	4	
Current Research:	France, colonial-era North Africa, French colonialism	
Recent Sample Publications:	<p>"Partisans and Populations: The Place of Civilians in War, Algeria (1954-62)," <i>History and Theory</i> 56, no. 3 (September 2017): 389-397. "The Hajj by Land," in Eric Tagliacozzo and Shawkat Toorawa eds., <i>The Hajj: Pilgrimage in Islam</i> (Cambridge UK: Cambridge University Press, 2015), 87-112. "The Colonial Hajj: France and Algeria, 1830-1962," in Venetia Porter and Liana Saif eds., <i>The Hajj: Collected Essays</i> (London: British Museum Press, 2013), 108-14. "The Story of Saaba: Slavery and Colonialism in the Algerian Sahara," in Alice Bellagamba, Sandra E. Greene, and Martin A. Klein eds., <i>African Voices on Slavery and the Slave Trade</i> (Cambridge: Cambridge University Press, 2013), 214-219. "Les Violences de la conquête," in Abderrahmane Bouchène et al. eds., <i>Histoire de l'Algérie à la période coloniale (1830-1962)</i> (translation by Christophe Jacquet of selection from A Desert Named Peace) (Paris: Découverte, 2012), 58-63. Paperback edition, 2014</p>	
# of Recent Publications:		
Dissertations/Theses Supervised in Past Five Years:	2	
Distinctions:	David H. Pinkney Prize, Society for French Historical Studies 2010 (best book in the field of French history); Albert Hourani Book Award, Middle East Studies Association 2010 (best book in the field of Middle East studies)	

History**Jorge Cañizares-Esguerra****Professor**

Appointment:	2005 Tenured	
Education:	1995 Ph.D., University of Wisconsin	
Academic Experience:	2005-Present: Professor	
Overseas Experience:	VISITING Professorships: Universidad de los Andes. Santiago. Chile. Summer 2014, Universidade Federal do Ouro Preto (Mariana) (UFOP), Brazil. Summer 2011, Universidade Estadual de Campinas (UNICAMP), Brazil. Summer 2011, Universidad de los Andes, Bogotá-Colombia. Summer 2010 and Summer 2012, Pontificia Universidad Javeriana. Colombia	
Language Proficiency:	Spanish 5, English 5, Portuguese 3, Italian 1, French 1	Percentage Dedicated To Area Studies: 40%
Relevant Courses:	Global early modern slavery, Atlantic History, Atlantic History	
# of Courses Since 2014:	3	
Current Research:	Early modern Atlantic History	
Recent Sample Publications:	<p>Co-editor with Robert Maryks and Ronnie Po-chia Hsia, <i>Encounters between Jesuits and Protestants in Asia and the Americas</i> (Brill, 2018) 5. Editor. <i>Entangled Empires: The Anglo-Iberian Atlantic 1500-1830</i> (University of Pennsylvania Press 2018) 6. Coeditor with Luiz Estevam de Oliveira Fernandes, <i>América na Primeira Modernidade</i> (1492-1750), 3 volumes (Rio de Janeiro: Global Editora, 2017) 7. Coeditor with Joe Miller (general editor), Vincent Brown, Karen Kupperman, and Laurent Dubois. <i>Princeton Companion to Atlantic History</i> (Princeton, 2014) 8. Coeditor with James Sidbury and Matt Childs. <i>The Black Urban Atlantic, in the Era of the Slave Trade</i> (University of Pennsylvania Press, 2013) 9. Coeditor with Erik R Seeman, <i>The Atlantic in Global History, 1500-2000</i> (Prentice Hall, 2006) Second edition. with Erik R Seeman <i>The Atlantic in Global History 1500-2000</i> (Routledge, 2017)</p>	
# of Recent Publications:		
Dissertations/Theses Supervised in Past Five Years:	10	
Distinctions:	<p>PRIZES • 2007. Honorable Mention for Puritan Conquistadors. Biannual Murdo MacLeod Book Prize of The Latin American and Caribbean Section of the Southern Historical Association. • 2002.. Young Investigator Award. Exceptional Scholar Program. SUNY-Buffalo • 2001. John Edwin Fagg Book Prize (on Spanish and Latin American History) for How to Write the History of the New World . American Historical Association. • 2001. Atlantic History Book Prize for How to Write the History of the New World . American Historical Association</p>	

History**Judith Coffin****Associate Professor**

Appointment:	1995 Tenured	
Education:	1985 Ph.D., Yale University, History	
Academic Experience:	Associate Professor, University of Texas Austin since 1997, Visiting Professor, Institute for French Studies, New York University, Spring, 2002, Assistant Professor, University of California, Riverside, Assistant Professor, Harvard University, 1984-88, Acting Instructor, Yale University	
Overseas Experience:	Research in France every year	
Language Proficiency:	French 4, Spanish 1	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Western Civ in Modern Times, French Revolution, 3 Wars in 20th Century France, Modern France, 20th century Europe, European gender theory and history	
# of Courses Since 2014:	5	
Current Research:	Modern France	
Recent Sample Publications:	<i>Postwar France. H-France Review</i> Vol. 17 (August 2017), No. 133 • Review: Dominique Kalifa and Jann Matlock, eds., <i>Aux marges de la France. L'histoire de France vue de Berkeley, California. H-France Review</i> Vol. 16 (October 2016), No. 220 • "From Interiority to Intimacy: Radio and Psychoanalysis in Twentieth-Century France," <i>Cultural Critique</i> , Fall, 2015 • "Review: Camille Robcis, <i>The Law of Kinship: Anthropology, Psychoanalysis, and the Family in France</i> ," <i>French Politics, Culture, and Society</i> 32, 3 (Winter, 2014): 147-152. • <i>For Not Even Past</i> : • "Contraception – Letters from French Women" (March 6, 2012) "Life and Nothing But" (September 1, 2011) "Arthur Koestler's <i>The Scum of the Earth</i> " (September 21, 2011) • "Between Opinion and Desire. Elle Magazine's Survey Research in 1950s France," in Kerstin Brückweh (ed.), <i>The Voice of the Citizen Consumer. A History of Market Research, Consumer Movements, and the Political Public Sphere</i> (Oxford University Press: Oxford, April 2011)	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	2, and I am on about 8 dissertation committees, in French as well as in History	
Distinctions:	Fellow, Institute for Historical Studies, UT Austin, 2015-6 • Nominated for Academy of Distinguished Professors, 2014 • Affiliated Scholar, Institute for French Studies, NYU, 2013-14 • Fellow, Radcliffe Institute for Advanced Study, 2008-9 • William David Blunk Memorial Professor Award 2006-7 • Fellow, Humanities Institute, University of Texas at Austin, seminar on modernism • President's Associates' Award for Teaching Excellence, 1998-9 • Runner-up, Robert Hamilton Award for best faculty book, University Cooperative Society, University of Texas, Austin, 1997 • Fellow, Center for Ideas and Society, University of California Riverside	

History**David Crew****Professor**

Appointment:	1984 Tenured	
Education:	1975 Ph.D., Cornell University, History	
Academic Experience:	2009-Present: Distinguished Teaching Professor, 1998-Present: Professor, 1987-98 Associate Professor, 1984-87: Assistant Professor, UT Austin.	
Overseas Experience:	Germany	
Language Proficiency:	German 4, French 3+	Percentage Dedicated To Area Studies: 75%
Relevant Courses:	Hitler, Nazism, and WWII; Germany Since Hitler, 1933-Present; Remembering the Holocaust; Germany in the 20th Century	
# of Courses Since 2014:	5	
Current Research:	History of popular culture and consumerism in twentieth-century Germany and Europe	
Recent Sample Publications:	"Mourning, Denial, Celebration. The Visual Work of West German Reconstruction after 1945," in Georg Wagner-Kyora (Hg.), <i>Wiederaufbau europäischer Städte. Rekonstruktionen, die Moderne und die lokale Identitätspolitik seit 1945/Rebuilding European Cities. Reconstructions, Modernity and the Local Politics of Identity-Construction since 1945</i> (Franz Steiner Verlag, 2014)	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	6	
Distinctions:	2009: Academy of Distinguished Teachers; 2009: Liberal Arts Council Teaching Award; 2009: The Eyes of Texas Excellence Award Spring Semester; 2007-08: Chancellor's Council Outstanding Teaching Award; 2006: President's Associates Teaching Excellence Award	

History**Alison Frazier****Associate Professor**

Appointment: 1996 Tenured

Education: 1997 Ph.D., Columbia University, History

Academic Experience: 2004 to present Associate Professor, Department of History, University of Texas at Austin; 1996 - 2004 Assistant Professor, Department of History, University of Texas at Austin; 1995 - 1996; Visiting Assistant Professor, Department of History, Dartmouth College

Overseas Experience: 2012 Delmas Foundation for Venetian Studies. Research funding Italy, 2006-2007 Guggenheim Foundation Fellowship. Research funding Europe, 2005 -2006 Harvard University/Villa I Tatti. Robert Lehman Fellow (resident). Residential fellowship Italy, 2003 Delmas Foundation for Venetian Studies. Research funding Italy, Delmas Foundation for Venetian Studies. Project Title Research funding Italy

Language Proficiency: Italian 3, French 3, German 2, Latin 2+ **Percentage Dedicated To Area Studies:** 100%

Relevant Courses: Western Civilization in the Middle Ages, Italian Renaissance, A variety of seminars e.g. "Mediterranean" -- "Machiavelli"-- "Francis and Clare"-- "Creation" (emph on Eur intellectual history)

of Courses Since 2014: 4

Current Research: Medieval and Renaissance Europe focus on Italian Renaissance

Recent Sample Publications: Editor, *Thomism in the Renaissance: Fifty Years after Kristeller*. A special issue of the philosophy journal, *Divus Thomas* (2017) Editor, *The Saint Between Manuscript and Print: 1400-1600*. Toronto: Center for Renaissance and Reformation Studies, 2015. Co-editor with Patrick Nold, *Essays in Renaissance Thought and Letters: In Honor of John Monfasani. Studies in Intellectual History*. New York: Brill Press, 2015. Sub-editor. *Renaissance Studies in Honor of Joseph Connors*. 2 vols. Ed. Machtelt Israëls and Louis A. Waldman. Florence, IT: Villa I Tatti – Harvard University / Olschki, 2013. "Machiavelli." Commissioned 950-word entry for the online/in print *De Gruyter Encyclopedia of Biblical Receptions*. 2017 "Introduction: Spreading the News in Manuscript and Print." In *The Saint between Manuscript and Print: Italy 1400-1600*. Ed. A.K. Frazier. Toronto: CRRS, 2015

of Recent Publications: 3

Dissertations/Theses Supervised in Past Five Years: Co-directed 2

Distinctions:

History**Julie Hardwick****Professor**

Appointment: 2018 Tenured

Education: 1991 Ph.D., John Hopkins University, History

Academic Experience: 2009- Present: Professor; 2001-09: Associate Professor; 1993-2001 Assistant to Associate Professor, TCU; 1991-1993 Assistant Professor, Gettysburg College

Overseas Experience: 2013- 2017 Invited Talks Switzerland (1), UK (3) Netherlands (1), Sweden (1) Belgium (1), UK (1) Sweden (3), UK (1) France (1) UK (1), Sweden (1); Research: France (2013, 2016)

Language Proficiency: French 4, Italian 2 **Percentage Dedicated To Area Studies:** 100%

Relevant Courses: Witches, Workers and Wives: gender and family in early modern Europe, Law and Society in early modern Europe, Making the Early Modern, World research seminar, Global French, Revolution historiography seminar, Early modern European historiography seminar

of Courses Since 2014: 5

Current Research: Early modern French history, early modern European history; thematic expertises - legal history, gender and family history, political history, economic history

Recent Sample Publications: "Parasols and poverty: production, reproduction and the consumer revolution" in Simon Middleton and James Shaw, eds., *Market Ethics and Law c. 1300 -1850* (Routledge, 2017); "Credit, Gender and Rethinking Economic History," *History Workshop Journal* (April 2016); "Women working the law: gender, authority and legal process in early modern France," Reprinted (as a classic in the field) in Merry Wiesner-Hanks, ed., *Women and Gender in the Early Modern World* vol. 3 (Routledge, 2015); "Policing Paternity: historicizing masculinity and sexuality in early modern France," *European Review of History* (August 2015); "Centering Families in Atlantic Histories," with Sarah M.S. Pearsall and Karin A. Wulf, *William and Mary Quarterly* 3rd ser., 70, no.2 (April 2013)

of Recent Publications: 3

Dissertations/Theses Supervised in Past Five Years: 2 dissertations completed, one in progress

Distinctions: 2014 UT System Regents Outstanding Teaching Award; 2014 Distinguished Visiting Research Scholar, Gender and Work in early modern; Sweden Research Project, University of Uppsala, Sweden (Jan-March)

History**Bruce J. Hunt****Associate Professor**

Appointment:	1985 Tenured	
Education:	1984 Ph.D., John Hopkins University	
Academic Experience:	1992-Present: Associate Professor, 1985-1992: Assistant Professor	
Overseas Experience:	Conference presentations in UK (2014, 2011, 2007, 2006, 1996, 1991, 1990, 1989, 1988); Conference presentations in Ireland (2001, 1989, 1985, 1982); Research in UK (1981-82, 1989-90, 2006, 2011, 2015); Research in Ireland (1981-82, 1989-90, 2001)	
Language Proficiency:	German 1, French 0, Russian 0	Percentage Dedicated To Area Studies: 75%
Relevant Courses:	The Scientific Revolution of the 17th Century, History of Modern Science, Perspectives on Science and Mathematics, The Galileo Affair	
# of Courses Since 2014:	4	
Current Research:	History of science and technology	
Recent Sample Publications:	2015 "Maxwell, Measurement, and the Modes of Electromagnetic Theory," <i>Historical Studies in the Natural Sciences</i> 45: 303-39; 2014 Article on "Albert Abraham Michelson," in Hugh R. Slotten (ed.), <i>Oxford Encyclopedia of the History of American Science, Medicine, and Technology</i> (Oxford: Oxford University Press), vol. 2, pp. 93-94; 2012 "Oliver Heaviside: A First-Rate Oddity," <i>Physics Today</i> (November)	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	3 PhDs, 2 MAs	
Distinctions:	History of Science Society-American Association for the Advancement of Science Sarton Memorial Lecturer, Feb. 2018	

History**Neil Kamil****Associate Professor**

Appointment:	1993 Tenured	
Education:	1989 Ph.D., John Hopkins University, History	
Academic Experience:	2000-Present: Associate Professor UT Austin; 1993-2000: Assistant Professor, UT, Austin; 1990-93: Lecturer, Brandeis University.	
Overseas Experience:	Research in France (1981-2)	
Language Proficiency:	French 1+, Portuguese 1	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Arts / Artifacts in the Americas, America in the Seventeenth-Century Atlantic World	
# of Courses Since 2014:	2	
Current Research:	Atlantic history and culture, 1400-1800, with special emphasis on early modern British and French transatlantic history, art, and material culture	
Recent Sample Publications:	Review of For a Short Time Only: Itinerants and the Resurgence of Popular Culture in Early America," by Peter Benes, <i>Journal of American History</i> , Volume 104, Issue 3, 1 (December 2017): 755. "When America Spoke French: Huguenots and French Migrations to the Americas," and "Benjamin Franklin's Transatlantic Appetites"; two articles currently accepted for publication at the <i>Journal of Early American History</i> ; also under consideration at French Historical Studies as part of a forum from my participation in the Invited Symposium: "So well remembered...: The Life and Career of Gilbert Chinard," the John Carter Brown Library, March 16-18, 2017, Brown University, Providence, Rhode Island. I presented two papers at the symposium with the titles: When America Spoke French: Huguenots and French Migrations to the Americas (March 16th) and Benjamin Franklin's Transatlantic Appetites [March 17th], which form the basis for the journal articles. "Introduction" (to be completed, January 2018)	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	1 dissertation; 2 theses	
Distinctions:	Internal Fellow of the Institute of Historical Studies, University of Texas at Austin 2017 Rapoport-King Thesis Scholarship (awarded for mentoring Jennifer Levin), University of Texas at Austin 2014-2016 Fellow of the Oliver H. Radkey Regents' Professorship in History 2013-14: Charles H. Watts Memorial Fellowship for research at the John Carter Brown Library in the field of British and North American History and Literature 2013 NEH summer research grant for July 2013	

History**Philippa Levine****Professor**

Appointment:	2018 Tenured	
Education:	1983 Ph.D., St. Antony's College, University of Oxford	
Academic Experience:	2017- Walter Prescott Webb Chair in History and Ideas, University of Texas at Austin Professor of History and Women's Studies, University of Texas at Austin, 2010-17 Mary Helen Thompson Centennial Professor in the Humanities,	
Overseas Experience:	2018 Visiting Fellow, Australian National University Research School of Social Sciences, 2018 University of Cambridge Centre for Research, 2018 Hayes Robinson annual lecture, 2016 University of Queensland Institute master class, 2016 University of Sydney History Seminar, University of Kent (UK): 'The Inner, Outer and After Lives of Empire' 2016 Keynote speaker	
Language Proficiency:	French 3+, Russian 1, German 2, Hindi 0+	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	The World of the Victorians (upper-division undergraduate lecture course), Britain in the Twentieth Century (upper-division undergraduate lecture course)	
# of Courses Since 2014:	3	
Current Research:	British Empire: race; sex; science and medicine	
Recent Sample Publications:	Books: <i>Eugenics: A Very Short Introduction</i> (New York: Oxford University Press, 2017); <i>The British Empire, Sunrise to Sunset</i> . 2nd revised edition (Abingdon: Routledge 2013). Articles: 'Judith Walkowitz and the Rise of Feminist History,' <i>Journal of Women's History</i> 29, no. 4, (2017), book forum on Judith Walkowitz's <i>Prostitution and Victorian Society: 163-168</i> 'Discussioni: L'eccezionale normale dei Jardins Ungermach,' <i>Il Mestiere di Storico, the Journal of the Italian Society of Contemporary Historians</i> 8, no. 2 (2016): 48-52; 'Modernity, Vice and the Problem Of Nakedness,' in <i>Fighting Drinks, Drugs, and Venereal Diseases</i> , eds. Harald Fischer-Tiné, Robert Kramm-Masaoka and Jessica Pliley (Cambridge: Cambridge University Press, 2016), 33-52; 'A Child of Decolonization,' in <i>How Empire Shaped Us</i> , eds. Antoinette Burton and Dane Kennedy (London: Bloomsbury, 2016), 107-116; 'The Mobile Camera: Bodies, Anthropologists and the Victorian Optic,' <i>Nineteenth-Century Contexts: An Interdisciplinary Journal</i> 37, no. 5 (December 2015)	
# of Recent Publications:	5	
Dissertations/Theses Supervised in Past Five Years:	7	
Distinctions:	2018 Visiting Fellow, Australian National University Research School of Social Sciences, 2017-18 Marta Sutton Weeks External Senior Faculty Fellow, Stanford Humanities Center, 2017 Walter Prescott Webb Chair in History and Ideas, University of Texas, Austin 2014-17 International PI/collaborator, Australia and Anti-Slavery grant, Australian Research Council; 2014 elected Fellow, Royal Anthropological Institute; 2013 National Science Foundation Award, PI: SES-1230794; 2013-15 CARTI (Central Asia and Caucasus Research and Training) International Scholar, Open Society Foundation, OSI Europe; 2007 John Simon Guggenheim Fellow	

History**Tatjana Lichtenstein****Associate Professor**

Appointment:	2018 Tenured	
Education:	2009 Ph.D., University of Toronto, History	
Academic Experience:	Department of History, The University of Texas at Austin 2009-Present, Associate Professor, Modern Eastern Europe (promoted 2016), Director, Schusterman Center for Jewish Studies 2017-Present, Associate Director, Schusterman Center for Jewish Studies 2017 (spring) Faculty Affiliate,	
Overseas Experience:	Conference Presentation, Poland (2017), Study Abroad (May/2004-May/Present), 3 lectures, Paris France (2014-2015)	
Language Proficiency:	Czech 4, Danish 5, English 5, German 3, Hebrew 0+, Polish 1+, Yiddish 1	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Jews of Eastern Europe, World War II in Eastern Europe, Introduction to the Holocaust, Poland and the Second World War (Study Abroad follows in May of Spring term), Introduction to Russian, East European, and Eurasian Studies	
# of Courses Since 2014:	4	
Current Research:	Modern Jewish history, Eastern Europe in the modern period, war and genocide.	
Recent Sample Publications:	Book: Lichtenstein, T. (2016). <i>Zionists in Interwar Czechoslovakia: Minority Nationalism and the Politics of Belonging</i> . Bloomington: Indiana University Press. 456 pages. Peer-reviewed Articles: Lichtenstein, T. (2016). "'It Is Not My Fault That You Are Jewish!': Jews, Czechs, and the Memory of the Holocaust in Film, 1949-2009." <i>Dapim: Studies on the Holocaust</i> vol. 30, no. 2: 117-141. Lichtenstein, T. (2015). "'An Athlete Like a Soldier Must Not Retreat': Zionists, Sport, and Belonging in Interwar Czechoslovakia." <i>Shofar: An Interdisciplinary Journal of Jewish Studies</i> vol. 34, no. 1: 1-25. Lichtenstein, T. (2014). "Jewish Power and Powerlessness: Prague Zionists and the Paris Peace Conference." <i>East European Jewish Affairs</i> vol. 44, no. 1: 2-20. Lichtenstein, T. (2012) "Racializing Jewishness: Zionist Responses to National Indifference in Interwar Czechoslovakia." <i>Austrian History Yearbook</i> vol. 43: 75-97	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	1 MA thesis; 1 honors thesis	
Distinctions:	Appointed director for the Schusterman Center for Jewish Studies	

History**Wm. Roger Louis****Professor**

Appointment:	1970 Tenured	
Education:	1962 Ph.D., Oxford University	
Academic Experience:	Assistant and Associate Professor of History, Yale University, 1962-1970; U.T. Professor of History, 1970-1985; Director of British Studies, 1975- ; Kerr Professor of English History and Culture, 1985 - ; Super. Fellow, St. Antony's College, Oxford, 1986-96, Honorary Fellow	
Overseas Experience:	Commander of the British Empire, 1999 (awarded by the Queen for professional achievement); Antonius Lecture Oxford, 2003; Leonard Stein Lectures, Oxford, 2005; Royal Society of Literature Benson Medal, 2013; Weizmann Memorial Lecture, 2016	
Language Proficiency:	German 4+, Arabic 0+	Percentage Dedicated To Area Studies: 75%
Relevant Courses:	Decolonization of the British Empire	
# of Courses Since 2014:	1	
Current Research:	The British Empire, The Modern Middle East, Decolonization	
Recent Sample Publications:	Ed. (with Avi Shlaim) <i>The 1967 Arab-Israeli War</i> (2012), Ed. <i>History of Oxford University Press</i> (2013), <i>The History of the Oxford University Press</i> , Vol. III (2015), Festschrift: R. D. King and Robin Kilson, eds., <i>The Statecraft of British Imperialism: Essays in Honour of Wm. Roger Louis</i> (1999), <i>Effervescent Adventures With Britannia</i> (2017)	
# of Recent Publications:	1	
Dissertations/Theses Supervised in Past Five Years:	15	
Distinctions:	Phi Beta Kappa, 1959; Fellow, Royal Historical Society, 1984 - ; Chichele Lecturer, All Souls College, 1990, 2002, 2003, 2006, 2010; Distinguished Lecturer, L.S.E., 1992; Fellow, British Academy, 1993-; Elie Kedourie Memorial Lecture, 1996; Honorary D. Phil., Westminster College, 1998; UT Distinguished Teaching Academy, 1998 - ; Commander of the British Empire, 1999 (awarded by the Queen for professional achievement)	

History**Alberto A. Martinez****Professor**

Appointment:	2005 Tenured	
Education:	2001, Ph.D., University of Minnesota, History of Science and Technology	
Academic Experience:	2015-Present: Professor; 2010-2015: Associate Professor; 2008-2010: Assistant Professor; 2005-2008: Lecturer	
Overseas Experience:	Research in Italy (2015); Research in Italy (2014); Research in France (2010); Conference in Utrecht (2010), Conference in Puerto Rico (2009); Conference in Tenerife (2005); Research and Conference in Switzerland (2005); Research in Switzerland (2004)	
Language Proficiency:	Spanish 5, French 3, Italian 1+, German 1+, Latin 1	Percentage Dedicated To Area Studies: 70%
Relevant Courses:	Behavior and Injustice, Perspectives on Science and Mathematics, Science & Racism, Einstein in an Age of Conflicts, Scientists and Religion in History, History of Modern Science	
# of Courses Since 2014:	4	
Current Research:	History of Science and Mathematics; Einstein, Galileo, Giordano Bruno	
Recent Sample Publications:	<i>Burned Alive: Bruno, Galileo and the Inquisition</i> (peer reviewed book), in production by Reaktion Books Ltd., United Kingdom / distributed by University of Chicago Press (forthcoming June 2018). "What Children in Puerto Rico Learned From the Hurricane," <i>Latina</i> , December 29, 2017 "Puerto Rican Students Deserve Support from University," <i>The Daily Texan</i> , November 9, 2017. "Overpaid in Puerto Rico's Huge Debt Crisis? A Lesson for the States," <i>Texas Perspectives</i> , October 19, 2017. "Einstein Historians Give Genius a Chance," <i>Physics Today</i> , with Professor Daniel Kennefick, edited by Melinda Baldwin, May 23, 2017. "Einstein's Girlfriend on National Geographic," <i>Sloan Science & Film</i> , April 25, 2017. "Giordano Bruno and the Spirit that Moves the Earth," <i>Not Even Past</i> , March 8, 2107. "Ten Censured Propositions in Giordano Bruno's Books," <i>Bruniana & Campanelliana</i> 22, No. 2 (Fall 2016), 27-42. (peer reviewed) "Giordano Bruno and the Heresy of Many Worlds," <i>Annals of Science</i> 73, No. 4 (October 2016)	
# of Recent Publications:	6	
Dissertations/Theses Supervised in Past Five Years:	6 thesis	
Distinctions:	Public Voices Fellow, The Op-Ed Project, 2017-2018 Research Fellow, Institute for Historical Studies, UT Austin, 2016-2017	

History**Tracie Matysik****Associate Professor**

Appointment:	2004 Tenured	
Education:	2001 Ph.D., Cornell University, History	
Academic Experience:	2004-2009, Assistant Professor, 2009-1018, Associate Professor	
Overseas Experience:	2007, 2010: Guest Faculty, Viadrina Universität, Frankfurt an der Oder, Germany, Summer 2011 Forschungsstipendium (Research Grant), Deutsches Literaturarchiv, Marbach am Neckar, Germany, December 2006 Fellow-in-Residence, Kolleg-Friedrich-Nietzsche, Weimar, Germany Summer 2006 Maria Sibylla Merian Fellowship, Universität Erfurt, Germany	
Language Proficiency:	German 4+, French 2	Percentage Dedicated To Area Studies: 80%
Relevant Courses:	Spinoza and Modernity, A History of the Self, Marx and Marxism, Reason and its Discontents: An Introduction to Modern European Intellectual History, Sacred and Secular in Modern European Thought	
# of Courses Since 2014:	5	
Current Research:	Modern European intellectual history	
Recent Sample Publications:	Books: <i>German Modernities from Wilhelm to Weimar: A Contest of Futures</i> , co-edited Geoff Eley, Jennifer L. Jenkins, and Tracie Matysik (London: Bloomsbury, 2016). Articles: "Writing the History of Spinozism," <i>History and Theory</i> 55:3 (2016): 401-417. "Hans Blumenberg's Multiple Modernities: A Spinozist Supplement to Legitimacy of the Modern Age," <i>Germanic Review</i> 90:1 (2015): 21-41. "Secularism, Subjectivity, and Reform," in <i>German Modernities from Wilhelm to Weimar: A Contest of Futures</i> (London: Bloomsbury, 2016.) "Moses Hess, Berthold Auerbach, and the Politics of Spinozist Friendship," accepted for publication in Christian Wiese and Sharon Gordon, eds., <i>Moses Hess: Between Socialism and Zionism</i> . "Decentering Sex: Reflections on Freud, Foucault and Subjectivity in Intellectual History," in Sam Moyn and Darrin McMahon, eds., <i>Rethinking European Intellectual History</i> (New York: Oxford University Press, 2014)	
# of Recent Publications:	5	
Dissertations/Theses Supervised in Past Five Years:	2 dissertations (1 co-advised), 1 MA thesis	
Distinctions:		

History**Mary Neuburger****Associate Professor**

Appointment:	1997 Tenured	
Education:	1997 Ph.D., University of Washington	
Academic Experience:	2006-Present: Associate Professor, 1997-2006: Assistant Professor, UT Austin	
Overseas Experience:	At least 10 research trips to Bulgaria since 1996	
Language Proficiency:	Russian 4, Bulgarian 4, Macedonian 4, Turkish 2, German 2, Serbo-Croatian 2.	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Jews of Eastern Europe; Empire and Nation in the City; Balkan History Since 1453; Origins of War in Bosnia and Kosovo	
# of Courses Since 2014:	3	
Current Research:	Modern eastern Europe with a specialization in southeastern Europe.	
Recent Sample Publications:	Balkan Smoke: Tobacco and the Making of Modern Bulgaria (Cornell University Press, 2013); Communism Unwrapped: Consumption in Postwar Eastern Europe, co-edited with Paulina Bren (Oxford University Press, 2012); "Smoke and Beers: Touristic Escapes and Places to Party in Communist Bulgaria, 1956-1976," in <i>Socialist Escapes: Places of Leisure in Postwar Eastern Europe</i> , edited by Cathleen Giusitno (Berghahn Press, 2012)	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	6	
Distinctions:	2011: East European Studies Conference Grant, American Council of Learned Societies; 2009-10: National Council for Eurasian and East European Research (NCEEER), academic year grant; 2007-08: American Council of Learned Societies, Postdoctoral Fellowship in Southeastern European Studies, academic year grant	

History**Martha Newman****Associate Professor**

Appointment:	1988 Tenured	
Education:	1988 Ph.D., Stanford University, Medieval History	
Academic Experience:	Associate Professor, Department of History, The University of Texas at Austin, 1996 to present; Founding Chair, Department of Religious Studies, fall 2007 to summer 2016; Director, Religious Studies Program, fall 2002 to 2007; Associate Chair, History Department, fall 2000 to spring 2002	
Overseas Experience:	Conference Presentation in England (2017, 2006) in Italy (2016), in Norway (2016) in Italy (2014), Invited talk, Belgium (2010); Teaching exchange in Norway (2014); future planning workshop (2016) Dissertation committee, Norway (2011)	
Language Proficiency:	French 2+, German 1, Latin 3+	Percentage Dedicated To Area Studies: 90%
Relevant Courses:	Twelfth-Century Renaissance, The Crusades, Mystics, Visionaries, and Heretics in Medieval Europe, Religion in Pre-modern Europe, Judaism, Christianity, Western Civilization in Medieval Times	
# of Courses Since 2014:	4	
Current Research:	Medieval European religious history	
Recent Sample Publications:	"Foundation and Twelfth-Century," in <i>Cambridge Companion to the Cistercian Order</i> , ed. Mette Braun. Cambridge: Cambridge University Press, 2012, pp. 25-37. "Labor, Christianity, Medieval Times," <i>Encyclopedia of the Bible and Its Reception</i> , vol. 15. Berlin and Boston: De Gruyter, 2017. "Marriage, Maternity, and Labor in the Cistercian Exempla of Engelhard of Langheim," Commissioned for <i>Marriage Symbolism. Cognition and Society in the Premodern Christian West</i> , ed. Line Cecilie Engh. <i>Knowledge Communities</i> . Amsterdam University Press. Submitted November 18, 2016. "Labor: Discourses on Work and Power in the Middle Ages." Comissioned for the <i>Cultural History of Western Empires (Middle Ages 800-1450)</i> , ed. Matthew Gabriele. Bloomsbury Publishing. Under contract. Submitted February 21, 2017	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	1 current	
Distinctions:		

History**Denise Spellberg****Professor**

Appointment:	1990 Tenured	
Education:	1989 Ph.D., Columbia University	
Academic Experience:	Professor, 2014-present; Associate Professor 1996-2013; Assistant Professor 1990-1995	
Overseas Experience:	Conference presentation in France (2014), Conference presentation in Italy (2014), Conference presentation in France (2004)	
Language Proficiency:	Arabic 5, Turkish 4, French 4, Italian 3, Spanish 3	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	Islamic Spain and North Africa to 1492, Islam in Europe and America (grad class), Intro to the Middle East, 57--1453	
# of Courses Since 2014:	2	
Current Research:	Islamic History, History of Islam in the U.S. and Europe	
Recent Sample Publications:	<i>"Thomas Jefferson's Qur'an: Islam and the Founders"</i> (Knopf, 2013) Audiobook edition, 2018; Turkish edition, 2017; Arabic edition 2015, Indonesian edition, 2015 Articles and chapters accepted for publication and forthcoming "Benjamin Franklin and Islam," <i>The Historical Society of Pennsylvania Legacies</i> , vol. 18, no. 2 (Spring 2018), forthcoming. "Hind bint 'Utba," for <i>The Encyclopaedia of Islam</i> , 3rd edition, accepted for publication, forthcoming online, 2018. "The Global Reach of 'A'isha bint Abi Bakr's Life, from the Medieval Islamic World to Early Modern America," in <i>American and Muslim Worlds, 1500-1900</i> , edited by John Ghazvinian and Mitchell Fraas (New York: Routledge), forthcoming 2019. "Thomas Jefferson," in <i>Christian-Muslim Relations in Western History: 19th Century, the Americas</i> , vol. 12 (Leiden: E.J. Brill, forthcoming); accepted for publication, online 2018	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	3	
Distinctions:	Hamilton Book Award 2014, University of Texas, Dost/Friendship Book Prize, Istanbul, Turkey, 2009	

History**Jeremi Suri****Professor**

Appointment:	2018 Tenured	
Education:	2001 Ph.D., Yale University, History	
Academic Experience:	2011-Present Mack Brown Distinguished Chair for Leadership in Global Affairs, UT 2001-11 Assistant Prof, Assoc Prof, Prof, E. Gordon Fox Chair in American History, University of Wisconsin	
Overseas Experience:	Visiting Research Fellowship, Graduate School for International Development and Cooperation, Hiroshima University, Japan, 2013. Visiting Research Fellowship, Center for Advanced Studies, Ludwig-Maximilians-Universität, Munich, Germany, 2012. Visiting Research Fellowship, Nobel Institute, Oslo, Norway, 2011. Senior Fellow, Heidelberg Center for American Studies, Heidelberg, Germany, 2010	
Language Proficiency:	French 3+, German 3+, Russian 2+	Percentage Dedicated To Area Studies: 40%
Relevant Courses:	Strategy and Decision-Making, Public Affairs 388K Global Challenges in Historical Perspective, International History since 1898	
# of Courses Since 2014:	4	
Current Research:	International History, Diplomatic History, Globalization, Politics	
Recent Sample Publications:	<i>The Impossible Presidency: The Rise and Fall of America's Highest Office</i> (New York: Basic Books, 2017) Reviewed widely, including: New York Times, Wall Street Journal, Washington Post, Washington Times, Dallas Morning News, American Interest. <i>Sustainable Security: Rethinking American National Security Strategy</i> co-edited with Benjamin Valentino (New York: Oxford University Press, 2016). Includes a co-written introduction, a co-written conclusion, and my original single-authored chapter: "State Finance and National Power: Great Britain, China, and the United States in Historical Perspective." <i>The Power of the Past: History and Statecraft</i> , co-edited with Hal Brands (Washington D.C.: Brookings Institution Press, 2015). Includes a co-written introduction and my original single-authored chapter: "Henry Kissinger, the Study of History, and the Modern Statesman." <i>Foreign Policy Breakthroughs: Cases in Successful Diplomacy</i> , co-edited with Robert Hutchings (New York: Oxford University Press, 2015)	
# of Recent Publications:	5	
Dissertations/Theses Supervised in Past Five Years:	10+	
Distinctions:	2018 President's Associates Teaching Excellence Award, University of Texas at Austin 2018 Pro Bene Meritis Award for Contributions to the Liberal Arts, the Highest Honor Bestowed by the College of Liberal Arts, University of Texas at Austin. 2017 Selected as Global Atlantic Fellow, Friedrich Ebert Foundation, Bonn, Germany. 2015 Selected as a Senior Fellow, Provost's Teaching Fellows, University of Texas at Austin. 2014 Elected to the Philosophical Society of Texas. 2014	

History**James Vaughn****Assistant Professor**

Appointment:	2008 Tenure Eligible	
Education:	2008 Ph.D., University of Chicago, History	
Academic Experience:	2008-Present: Assistant Professor, UT Austin; 2011-12: Jack Miller Fellow, MacMillan Center for International and Area Studies, Yale University	
Overseas Experience:	None	
Language Proficiency:	French 3+, German 2	Percentage Dedicated To Area Studies: 100%
Relevant Courses:	History of Britain from the Restoration to 1783; History of Britain from 1783 to World War I; Liberalism and the British Empire; Enlightenment and Revolution in the Atlantic World; Britain, Capitalism, Modernity	
# of Courses Since 2014:	4	
Current Research:	History of Britain and the British Empire, c. 1650-1850; history of the British East India Co	
Recent Sample Publications:	Co-author (with Ralph A. Austen), "The Territorialization of Empire: Social Imperialism and Britain's Moves into India and Tropical Africa," in <i>Africa, Empire and Globalization: Essays in Honor of A. G. Hopkins</i> , eds. Toyin Falola and Emily Brownell (Carolina Academic Press, 2011); "1776 in World History: The American Revolution as Bourgeois Revolution," in <i>Platypus Review</i> , no. 62, December 2013-January 2014	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:	5	
Distinctions:	2011-12: Jack Miller Fellowship, MacMillan Center for International and Area Studies, Yale University; 2008-Present: Junior Fellowship, Program in British Studies, UT Austin; 2007: Jacob M. Price Visiting Research Fellowship, University of Michigan at Ann Arbor; 2006-07: Mellon Foundation Dissertation-Year Fellowship	

History**Andrew Villalon****Senior Lecturer**

Appointment:	2006 Non-Tenure		
Education:	1984 Ph.D., Yale University		
Academic Experience:	2006-Present: Senior Lecturer, UT Austin; 2005-06: Professor, 1995-04: Associate Professor, 1990-95: Assistant Professor, 1985-89: Adjunct Assistant Professor, 1980-84: Adjunct Instructor, University of Cincinnati		
Overseas Experience:	Research in Spain		
Language Proficiency:	Spanish 3+, French 3+, German 3+	Percentage Dedicated To Area Studies:	100%
Relevant Courses:	First World War; Medieval Warfare; Introduction to History and Culture of Spain; Western Civilization in Modern Times		
# of Courses Since 2014:	4		
Current Research:	Late Medieval and Early Modern European history		
Recent Sample Publications:	"Appendix I: A Synopsis of the Hundred Years War," in <i>The Hundred Years War (Part II): Different Vistas</i> , L.J. Andrew Villalon and Donald J. Kagay, eds. (Brill, 2008); (Co-edited with Donald J. Kagay), <i>The Hundred Years War (Part II): Different Vistas</i> (Brill, 2008)		
# of Recent Publications:	0		
Dissertations/Theses Supervised in Past Five Years:	0		
Distinctions:	2001: Professional-Scholarly Activity award, University College, University of Cincinnati; 1998: Dillwyn F. Ratcliff Award for Distinguished Service in the Cause of Academic Freedom; 1994: Robert E. Kennedy Award conferred by the Ohio State Conference of the American Association of University Professors		

Journalism**Stephen Reese****Professor**

Appointment:	1982 Tenured		
Education:	1982 Ph.D., University of Wisconsin - Madison, Mass Communications		
Academic Experience:	1993-present, Professor; 1988-1993, Associate Professor; 1982-1988, Assistant Professor		
Overseas Experience:	International Keynotes: "Educating journalists in the Digital Era: The journalistic imagination," invited keynote, Tsinghua University 15-year anniversary celebration of School of Journalism, Beijing, May 2017. "A media sociology for the networked public sphere: A global perspective," Invited keynote at the 2016 Annual Conference of Chinese Journalism Studies		
Language Proficiency:	Spanish 1, French 1	Percentage Dedicated To Area Studies:	25%
Relevant Courses:	Global Media Literacy		
# of Courses Since 2014:	1		
Current Research:	Media Sociology		
Recent Sample Publications:	Stephen Reese, "Foreword," in P. D'Angelo (ed.) <i>Doing News Framing Analysis 2: Empirical and Theoretical Perspectives</i> (New York: Routledge, in press); Stephen Reese, "Hierarchy of Influences," in T. Vos, A. Sehl, F. Hanusch & M. Geertsema (eds.) <i>International Encyclopedia of Journalism Studies</i> (New York: Wiley-Blackwell, in press); Stephen Reese, "The intellectual craftsman in a digital world," in C. Liebler & T. Vos, <i>Essays honoring Pamela Shoemaker</i> (New York: Peter Lang, 2018).; Stephen Reese, "The journalistic imagination and the future of research," in V. Rupar (ed.), <i>Themes and critical debates in contemporary journalism</i> , pp. 139-150. (Newcastle upon Tyne: Cambridge Scholars Publishing, 2017); Stephen Reese, "Theories of Journalism," in J. Nussbaum (ed.) <i>Oxford Research Encyclopedia of Communication</i> . Invited full-length essay (New York: Oxford, 2016). DOI: 10.1093/acrefore/9780190228613.013.83 Online version (published August 2016)		
# of Recent Publications:	5		
Dissertations/Theses Supervised in Past Five Years:	5		
Distinctions:	Paul J. Deutschmann Award for Excellence in Research, highest research recognition given by the Association for Education in Journalism and Mass Communication, 2017; Harold L. Nelson Award for distinguished contribution to research and education in journalism and mass communication, awarded by University of Wisconsin School of Journalism & Mass Communication, 2015		

Journalism**Joe Straubhaar****Amon G. Carter, Sr. Centennial Professor of**

Appointment:	1998 Tenured	
Education:	1981 Ph.D., Fletcher School of Law and Diplomacy, Tufts University	
Academic Experience:	Full Professor 1998; Amon G. Carter, Sr. Centennial Professor of Communication 2000	
Overseas Experience:	Conference presentation in London, 2015; Conference presentation in Dublin, 2015; Seminar in São Paulo, Brazil 2015; Conference presentation in Lisbon, 2016; Seminar in São Paulo, Brazil 2016; Conference presentation in Canada, 2017; Seminar in São Paulo, Brazil 2017; Seminar presentation in Madeira, 2017	
Language Proficiency:	Portuguese 4+, Spanish 3+	Percentage Dedicated To Area Studies: 30%
Relevant Courses:	Global Media, Global Television in Era of Netflix	
# of Courses Since 2014:	2	
Current Research:	Iberian and Latin American media and cultural studies, Global media studies, Global television studies, Global digital inclusion studies	
Recent Sample Publications:	Straubhaar, J., Spence, J., Higgins, V. D. M., Sinta, V., Mora, A. A., García, V. M., & Duarte, L. G. (2016). <i>The Evolution of Television: An Analysis of Ten Years of TGI Latin America (2004-2014)</i> . Austin, TX: Program in Latin American and Latino Media Studies, University of Texas; Passarelli, B., Straubhaar, J., & A. Cuevas-Cerveró. (Eds.). (2015). <i>Handbook of Research on Comparative Approaches to the Digital Age Revolution in Europe and the Americas</i> . Hershey PA, USA: Information Science Reference-IGI Global; Sinclair, John and Joseph Straubhaar. (2013). <i>Television Industries in Latin America</i> . London: BFI Press; Karin Wilkins, Joseph Straubhaar, and Shanti Kumar, editors. (2013). <i>Global Communication: New Agendas in Communication</i> . London: Routledge; Maria Flores, Joseph Straubhaar, Viviana Rojas. (2017)	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	8 dissertations, 6 theses	
Distinctions:	Recognition as a Fellow of the International Communication Association in June 2016 at its annual conference for contributions to research on communication for service to the organization; Recognition for 40 years of superior service as a scholar of Brazilian media, Induction as premier member of the College of Brazilianists, INTERCOM (Brazilian Assn. for Interdisciplinary Study of Communication), Sept. 6, 2015	

Journalism**George Sylvie****Associate Professor**

Appointment:	1992 Tenured	
Education:	1988 Ph.D., University of Texas at Austin	
Academic Experience:	1998-2018: Associate Professor, School of Journalism, College of Communication, The University of Texas at Austin; 2011-2013: Fellow, Swedish Excellence Endowment, College of Liberal Arts, The University of Texas at Austin; 2011-2018: Faculty Affiliate, Center for European Studies, The	
Overseas Experience:	McGregor, S., Sylvie, G., Saldaña, M., and Funk, M. (2014, October). Considering Ethics and Business: Predicting High-Level Moral Reasoning in Swedish Newsrooms. Presented at Annual Conference of the International Media Management Academic Association, Pamplona, Spain. Sylvie, G. (2013, May). Presented at Bi-annual Conference of the International Media Management Academic Association, Lisbon, Portugal. Sylvie, G. (2012, November)	
Language Proficiency:	French 1+	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	Mass Communication Theory, Reporting Words	
# of Courses Since 2014:	2	
Current Research:	Journalism	
Recent Sample Publications:	Sylvie, G. (2017). Creating innovative news: The values of future newsroom managers. In Altmeyden, K. D., Hollifield, C. A., & van Loon, J. (Eds.) <i>Value-Oriented Media Management</i> (pp. 95-108). Springer International Publishing.; Sylvie, G. (2016). Journalism-business tension in Swedish newsroom decision-making. <i>Journal of Media Ethics</i> 31(2): 100-115; Hollifield, A., Wicks, J., Sylvie, G., and Lowrey, W. (2015). <i>Media Management: A Casebook Approach</i> (5th ed.). New York: Routledge; Mourao, R., Kilgo, D., and Sylvie, G. (2015, Sept. 18) Study finds unusual coverage patterns found in Ferguson stories. <i>Gateway Journalism Review</i> ; Goyanes, M., and Sylvie, G. (2014)	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	5	
Distinctions:	Member, editorial board, <i>Journal of Creative Industries and Cultural Studies</i> , 2017-present; Member, Harvard Business Review Advisory Council, 2016-present; Listed, <i>The Native Society</i> (the Inspirational-Aspirational Platform) business blog (see link); Recipient, American Society of News Editors Award for Contribution and Dedication to Reynolds High School Journalism Institute, 2015; Elected, Standing Committee on Research, Association for Education in Journalism & Mass Communication, 2015	

Law**Philip Bobbit****Distinguished Senior Lecturer****Senior Research Fellow**

Appointment:	2010 Lecturer		
Education:	1979 Ph.D. Oxford University; 1983 JD, Yale University		
Academic Experience:	Present: Fellow, American Academy of Arts and Sciences; Former trustee of Princeton University		
Overseas Experience:	Former member of Oxford University Modern History Faculty and the War Studies Department of Kings College, London; Ph.D., Oxford University		
Language Proficiency:	French 2	Percentage Dedicated To Area Studies:	25%
Relevant Courses:	Terror and Consent: Constitutional and International Law		
# of Courses Since 2014:	1		
Current Research:	International and Constitutional Law		
Recent Sample Publications:	"The New Rules of Engagement: Nine Imperatives for Our Post-9/11 World" (2010); <i>Terror and Consent: The Wars for the Twenty-First Century</i> (2008); <i>The Shield of Achilles: War, Peace and the Course of History</i> (2002)		
# of Recent Publications:	3		
Dissertations/Theses Supervised in Past Five Years:			
Distinctions:	1990-Present: Endowed the Rebekah Johnson Bobbitt National Prize for Poetry, awarded biennially by the Library of Congress; 2004: Named one of Britain's Top 100 Public Intellectuals by Prospect Magazine		

Law**Victor Ferreres Comella****Professor**

Appointment:	2005 Tenured		
Education:	1990 Licenciature en Derecho (Law Degree), Universitat de Barcelona; 1992 LL.M., 1996		
Academic Experience:	2000-now: Professor of Constitutional Law, Pompeu Fabra University, School of Law; 2005, 2009-now: Visiting Professor, University of Texas at Austin, School of Law		
Overseas Experience:	Conference Presentations in Spain, Italy, France (2017); Spain, Portugal, Mexico (2016); Spain, Italy, Peru, Chile (2014); Spain, Germany (2013); Spain, Italy (2012); Spain Israel (2011)		
Language Proficiency:	Spanish 5, Catalan 5, English 4, French 2, Italian 1	Percentage Dedicated To Area Studies:	70%
Relevant Courses:	Constitutional Design, Constitutional Explorations		
# of Courses Since 2014:	2		
Current Research:	Spanish constitutional law, European Union law, European, Convention on Human Rights, Constitutional theory Arbitration		
Recent Sample Publications:	<i>The Constitution of Spain. A Contextual Analysis</i> (Hart Publishing, 2013) ARTICLES - "Beyond the principle of proportionality", in Gary Jacobsohn and Miguel Schor (eds.), <i>Comparative Constitutional Theory</i> (2018). -" Cataluña y el derecho a decidir", <i>Teoría y Realidad Constitucional</i> (2016). - "The Spanish Constitutional Court Confronts Catalonia's Right to Decide", <i>European Constitutional Law Review</i> (2014). - "Amending the National Constitutions to Save the Euro: Is This the Right Strategy?", <i>Texas International Law Journal</i> (2013)		
# of Recent Publications:	2		
Dissertations/Theses Supervised in Past Five Years:	3		
Distinctions:	Premio Tomás y Valiente, awarded by the Spanish Constitutional Court and the Centro de Estudios Políticos y Constitucionales. -Cruz San Raimundo de Peñafort, awarded by the Spanish Ministry of Justice		

Law**James Dammann****Professor**

Appointment:	2005 Tenured	
Education:	2005 Habilitation (Post-Doctoral Degree)	
Academic Experience:	2010-Present: William Stamps Farish Professor in Law, 2005-10: Assistant Professor; UT Austin; 2009: Visiting Assistant Professor, University of Chicago; 2004-05: Visiting Assistant Professor, Cornell University.	
Overseas Experience:	2002-05: Fellow, Max Planck Institute for Intellectual Property, Competition, and Tax Law	
Language Proficiency:	German 5, English 4+, French 4+, Italian 2	Percentage Dedicated To Area Studies: 35%
Relevant Courses:	Introduction to European Union Law	
# of Courses Since 2014:	1	
Current Research:	Preliminary Rulings Procedure in the European Union	
Recent Sample Publications:	"The Banking Union: Flawed by Design," <i>Geo. J. Int'l L.</i> (forthcoming, 2014); "The Mandatory Law Puzzle: Redefining American Exceptionalism in Corporate Law," <i>Hastings L.J.</i> 65 (2014): 441-499; "The Right to Leave the Eurozone," <i>Tex. Int'l L.J.</i> 48 (2013): 126-53; "Place aux Dames: The Ideological Divide Between American and European Gender Discrimination Laws," <i>Cornell Int. L. J.</i> 45 (2012)	
# of Recent Publications:	1	
Dissertations/Theses Supervised in Past Five Years:		
Distinctions:	2006: Walter-Kolb-Gedächtnispreis 2005, awarded by the city of Frankfurt am Main	

Law**Karen Engle****Professor**

Appointment:	2002 Tenured	
Education:	1989 J.D., Harvard Law School	
Academic Experience:	Minerva House Drysdale Regents Chair in Law since 2012; Cecil D. Redford Professor in Law, 2007-11; W.H. Francis, Jr. Professor in Law, 2002-07; Founder and Co-director, Bernard and Audre Rapoport Center for Human Rights and Justice,	
Overseas Experience:	Since 2013: Lectures in UK (U of London, SOAS and Cambridge), May 2018; teaching of summer course at European University Institute in Firenze, Italy, June 2016; Workshop and paper presentation in Perugia, Italy, July 2016; Presentations and teaching in Madrid, Spain, July 2016; Lecture in UK (U of London, SOAS), Sept. 2014; Workshop and paper presentation in Belfast, Northern Ireland (Ulster), 2013	
Language Proficiency:	Spanish 3	Percentage Dedicated To Area Studies: 30%
Relevant Courses:	International Human Rights and Advanced human rights seminars	
# of Courses Since 2014:	2	
Current Research:	International Human Rights Law	
Recent Sample Publications:	<i>Anti-Impunity and the Human Rights Agenda</i> (Cambridge University Press, 2016) (edited with Zinaida Miller and D.M. Davis) El desarrollo indígena, una promesa esquivada. Derechos, cultura, estrategia (Bogotá, Siglo del Hombre, 2018)(translation and update of 2010 book) "Feminist Approaches to International Law," in <i>International Legal Theory: Foundations and Frontiers</i> (Jeffrey Dunoff and Mark Pollack, eds.)(Cambridge University Press, forthcoming 2018)(with Vasuki Nesiah and Dianne Otto) "Feminist Governance and International Law: From Liberal to Carceral Feminism," in <i>Governance Feminism: Notes from the Field</i> (Janet Halley, Prabha Kotiswaran, Rachel Rebouché & Hila Shamir, eds.)(University of Minnesota Press, forthcoming 2018) "A Genealogy of the Centrality of Sexual Violence to Gender and Conflict," in <i>Oxford Handbook of Gender and Conflict</i> 132-44 (Fionnuala Ni Aoláin, Naomi Cahn, Dina Haynes, Nahla Valji & Naomi Cahn, eds.)(Oxford University Press, 2018)	
# of Recent Publications:	5	
Dissertations/Theses Supervised in Past Five Years:		
Distinctions:	2016-17 Deborah Lunder and Alan Ezekowitz Founders' Circle Member, Institute for Advanced Study, Princeton, N.J. 2016 Exceptional Merit in Media Awards, National Women's Political Caucus	

Law**Derek Jinks****Marrs McLean Professor**

Appointment: 2005 Tenured

Education: 1998 J.D., Yale Law School

Academic Experience: 2007-Present: Marrs McLean Professor in Law, 2005-07: Assistant Professor, UT Austin; 2009-10: Charles H. Stockton Chair of International Law, United States Naval War College

Overseas Experience: International law issues throughout Europe -- from legal issues arising in NATO military operations to legal issues arising out of cyberconflicts in Estonia and Georgia

Language Proficiency: None **Percentage Dedicated To Area Studies:** 25%

Relevant Courses: Public International Law; International Humanitarian Law

of Courses Since 2014: 2

Current Research: Public International Law, International Law of Armed Conflict, Human Rights Law.

Recent Sample Publications: Socializing States: Promoting Human Rights through International Law, with Ryan Goodman (Oxford University Press, 2013); Understanding Social Action, Promoting Human Rights, co-edited with Ryan Goodman and Andrew K. Woods (Oxford University Press, 2012)

of Recent Publications: 0

Dissertations/Theses Supervised in Past Five Years: 0

Distinctions: 2007: Frederick Douglass Human Rights Award, Southern Center for Human Rights, (joint recipient); 2007: Excellence in Public Interest Award, Texas Law Fellowships; 1998: Thomas Emerson Prize, Yale Law School

Law**Inga Markovitz****Professor**

Appointment: 1969 Tenured

Education: 1969 LL.M., Yale

Academic Experience: 1976- Present Professor at UT Austin; 2007: Visiting Scholar at the Zentrum für Zeithistorische Forschung in Potsdam, Germany; 2005-2006: Fellow at Stanford University

Overseas Experience: Visiting Scholar at the Zentrum für Zeithistorische Forschung in Potsdam, Germany

Language Proficiency: German 5, English 4+, French 3 **Percentage Dedicated To Area Studies:** 100%

Relevant Courses: East European Law in Transition, Comparative Law, Children & the Law

of Courses Since 2014: 3

Current Research: Comparative law concentrated on socialist legal regimes, and more recently, on law reform in Eastern Europe

Recent Sample Publications: The Encyclopedia of Law & Society: American and Global Perspectives, by David S. Clark, ed., *American Journal of Comparative Law*, 2012; Justice in Lüritz: Experiencing Socialist Law in East Germany, Princeton University Press, 2010; Justice in Lüritz: An East German Legal History, Munchen: Beck C.H, 2006

of Recent Publications: 0

Dissertations/Theses Supervised in Past Five Years: 1

Distinctions: 2012: Ellen Maria Garrison Fellow, The American Academy in Berlin; 2011: Willard Hurst Prize, Law & Society Association; 2000: Henry Morris Lecturer, Chicago-Kent College of Law; 2000: Bacon-Kilkenny Chair for Distinguished Visiting Professors, Fordham Law School

Law**Richard Albert****Professor**

Appointment:	2017 Tenured	
Education:	JD Yale; LLM Harvard; BCL Oxford	
Academic Experience:	Prior to joining the University of Texas at Austin, Richard Albert was Professor of Law at Boston College Law School and served as a law clerk to the Chief Justice of the Supreme Court of Canada. He has also held visiting professorships at Yale University, the University of Toronto, Externado	
Overseas Experience:		
Language Proficiency:		Percentage Dedicated To Area Studies: 25%
Relevant Courses:	Constitutional Law	
# of Courses Since 2014:	1	
Current Research:	Constitutional amendment; constitutional design; constitutionalism; Canadian constitutional law; American constitutional law; Caribbean constitutional law	
Recent Sample Publications:	The Foundations and Traditions of Constitutional Amendment (Hart 2017); Canada in the World: Comparative Perspectives on the Canadian Constitution (Cambridge University Press 2017); Constitutional Amendment and Dismemberment, <i>43 Yale Journal of International Law</i> 1 (2018); Constitutional Amendment by Constitutional Desuetude, 62 <i>American Journal of Comparative Law</i> 641 (2014)	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:		
Distinctions:	Visiting Scholar at the University of Ottawa, Faculty of Law, and a Visiting Fellow at the University of Brescia in Italy. He is a Fellow at the Center for Jurisprudence and Constitutional Studies at Kabarak University in Kenya and a Distinguished Academic Associate at the Centre for Law & Religion at Cardiff Law School. He is also a Senior Fellow at the Clough Center for the Study of Constitutional Democracy at Boston College	

LBJ School of Public Affairs**Abigail R.A. Aiken****Assistant Professor**

Appointment:	2016 Tenure-Eligible	
Education:	2014, Ph.D., University of Texas at Austin, Public Policy	
Academic Experience:	University of Texas: Assistant Professor, LBJ School of Public Affairs, 2016-Present; Faculty Associate, Population Research Center, 2016-Present ; Faculty Associate, Center for Health Communication, 2016-Present	
Overseas Experience:	Conferences in the Isle of Man, Latin America, Ireland, and North Ireland	
Language Proficiency:	French 1, Spanish 0, German 0	Percentage Dedicated To Area Studies: 30%
Relevant Courses:	Advanced Empirical Methods for Policy Analysis, Advances Topics in Public Policy	
# of Courses Since 2014:	2	
Current Research:	Reproductive health policy	
Recent Sample Publications:	Aiken ARA, Gomperts R, & James A. Using evidence to guide abortion law reform on the Isle of Man. <i>BMJ Sexual and Reproductive Health</i> 2018; Lohr P, Starling JE, Scott JG, & Aiken ARA. Simultaneous Compared With Interval Medical Abortion Regimens Where Home Use is Restricted. <i>Obstetrics & Gynecology</i> 2018; Aiken ARA, Digol I, Trussell J, & Gomperts R. Self-Reported Outcomes and Adverse Events Following Medical Abortion via Online Telemedicine: A Population-based Study in Ireland and Northern Ireland. <i>BMJ</i> 2017;16:357;j2011; Aiken ARA, Guthrie KA, Schellekens M, Trussell J, & Gomperts R. Barriers to accessing abortion services and perspectives on using mifepristone and misoprostol at home in Great Britain. <i>Contraception</i> 2017. Online Ahead of Print; Aiken ARA. Self-Sourced Online and Self-Directed at Home: A New Frontier for Abortion in the United States. <i>Contraception</i> 2017. Forthcoming; Kavanagh A & Aiken ARA. The Language of Abortion: Time to Terminate TOP. <i>British Journal of Obstetrics & Gynaecology</i> 2017	
# of Recent Publications:	5	
Dissertations/Theses Supervised in Past Five Years:	PhD: 1, Master's: 1, Undergraduate: 4	
Distinctions:	University Co-op Best Research Paper Award 2017, Richter Fellow of Global Health Policy 2017-present, Best Class Taught at LBJ (MPAff), 2016-2017, Sid Richardson Fellow of Public Affairs, 2016-2017, Top Five Article in Labor Management, Obstetrics & Gynecology, 2014	

LBJ School of Public Affairs

James Galbraith

Professor

Appointment:	1985 Tenured		
Education:	1981 Ph.D., Yale University		
Academic Experience:	2002-Present: Lloyd M. Bentsen, Jr. Chair in Government/ Business Relations, Lyndon B. Johnson School of Public Affairs, and Professor of Government, The University of Texas at Austin, 1990-2002: Professor, LBJ School of Public Affairs., 1986- 1990: Associate Professor, 1985-86: Visiting		
Overseas Experience:			
Language Proficiency:	English 5, French 4+, Russian 1	Percentage Dedicated To Area Studies:	25%
Relevant Courses:	Applied Microeconomics for Policy Analysis, Advanced Topics in Public Policy		
# of Courses Since 2014:	2		
Current Research:	Measurement of economic inequality. Comparative economic systems and policies.		
Recent Sample Publications:	Books: <i>Welcome to the Poisoned Chalice: The Destruction of Greece and the Future of Europe</i> , Yale University Press, 2016. French edition, <i>Crise Grecque, Tragédie Européenne</i> , Paris: Le Seuil, 2016. Polish edition, <i>Wydawnictwo Naukowe Pwn s.a.</i> , 2016. Greek edition, <i>Patakis</i> , 2016. <i>Inequality: What Everyone Needs to Know</i> , New York: Oxford University Press, 2016. French edition, Paris: Le Seuil, forthcoming. Spanish edition, <i>Centro Libros</i> , forthcoming; Japanese edition, Akashi Shoten Co., Ltd., forthcoming. <i>The End of Normal: The Great Crisis and the Future of Growth</i> . New York: Free Press, 2014. French edition, <i>La Grande Crise: comment en sortir autrement</i> , Paris: Le Seuil, 2015. German edition, <i>Wachstum neu denken</i> , Rotpunktverlag, 2016. Chinese edition, CITIC, 2017. Italian edition, Euruspes, forthcoming		
# of Recent Publications:			
Dissertations/Theses Supervised in Past Five Years:	One UT PhD in progress. Serving as a visiting supervisor for a PhD candidate in Lyon.		
Distinctions:	Почетного доктора наук, Plekhanov Russian University of Economics, 2017. Docteur Honoris Causa, Université Pierre Mendes-France, October 2010. Socio Straniero dell'Accademia dei Lincei - Classe di Scienze Morali, Storiche e Filologiche (Categoria VII - Scienze Sociali e Politiche). Elected 2010. Member, The International Committee, Free Economic Society of Russia. Elected 2017		

LBJ School of Public Affairs

Robert Hutchings

Professor

Appointment:	2010 Tenured		
Education:	1979 Ph.D., University of Virginia		
Academic Experience:	Dean and Professor, 2010-2015; Professor, 2015-Present		
Overseas Experience:	Deputy Director of Radio Free Europe, Munich, 1979-85, Many dozens of trips to Europe as a diplomat		
Language Proficiency:	German 1, Spanish 1, Czech 0, Russian 0	Percentage Dedicated To Area Studies:	25%
Relevant Courses:	Three courses of the Cold War, focusing mainly on Europe		
# of Courses Since 2014:	3		
Current Research:	International Diplomacy		
Recent Sample Publications:	Co-editor, with Jeremi Suri, " <i>Foreign Policy Breakthroughs: Cases in Successful Diplomacy</i> " (Oxford, 2015) Co-editor, with Gregory Treverton, " <i>Truth to Power: A History of the U.S. National Intelligence Council</i> (under review by Oxford) Co-editor, with Jeremi Suri, " <i>Diplomats: A Global Survey</i> " (under review by Palgrave Macmillan) Several articles on diplomacy and strategy, not in peer-reviewed journals		
# of Recent Publications:			
Dissertations/Theses Supervised in Past Five Years:			
Distinctions:	Numerous awards during his diplomatic career		

LBJ School of Public Affairs**William Inboden****Associate Professor**

Appointment: 2018 Tenured

Education: 1989 Ph.D., Yale University, History

Academic Experience: 2010-2013 Assistant Professor, 2013-present Associate Professor, 2013-present Executive Director of Clements Center for National Security

Overseas Experience: Taught study abroad class in United Kingdom and France (2014, 2015, 2016, 2017); Conference Presentation in Sweden (2016, 2017); Policy consultations in Poland (2015); Conference presentation in Japan (2015, 2016); Conference in Singapore (2017); Policy study in Israel (2014, 2017)

Language Proficiency: Spanish I **Percentage Dedicated To Area Studies:** 25%

Relevant Courses: The Nature of the International System, Policy Research Project on Global Policy Issues

of Courses Since 2014: 2

Current Research: American diplomatic and religious history
Contemporary national security policy

Recent Sample Publications: "Wisdom Without Tears: Statecraft and the Uses of History", Journal of Strategic Studies, January 2018. Co-authored with Hal Brands. "Ronald Reagan, Exemplar of Conservative Internationalism?" *Orbis*, volume.62, issue 1, 2018. "The U.S. and U.K. Have the Same Affliction: A Crisis at the Top," *ForeignPolicy.com*, June 9, 2017. "Why the Brexit Isn't a Boost for Trump," *ForeignPolicy.com*, June 24, 2016. "Jo Cox: A Memory," *ForeignPolicy.com*, June 17, 2017. "Should America Care Whether Britain Stays in the EU?" *ForeignPolicy.com*, June 10, 2016. "Reforming American Power: Civilian National Security Institutions in the Early Cold War and Beyond," in Benjamin Valentino and Jeremi Suri, eds. *Sustainable Security: Rethinking American National Security Strategy* Oxford University Press, 2016. "Reforming American Power: Civilian National Security Institutions in the Early Cold War and Beyond," in Benjamin Valentino and Jeremi Suri, eds. *Sustainable Security: Rethinking American National Security Strategy* Oxford University Press, 2016.

of Recent Publications: 4

Dissertations/Theses Supervised in Past Five Years: 10

Distinctions: Selected as one of the "Texas 10," (top 10 Professors as nominated by UT-Austin alumni) by the Alcalde, the UT-Austin alumni magazine), 2017; Awarded, "Class Most Likely to Challenge Your Assumptions," for "Ethics and International Affairs," for 2016-2017 academic year; Awarded, "Best Course at LBJ School," for "Presidential Leadership, Decision-Making, and National Security," for 2013-2014 academic year

LBJ School of Public Affairs**Alan J. Kuperman****Associate Professor**

Appointment: 2018 Tenured

Education: 2002 Ph.D., Massachusetts Institute of Technology, Political Science

Academic Experience: 2008-now Assoc Prof, UT-Austin, 2005-2008 Asst Prof, UT-Austin, 2002-2005 Asst Prof, Bologna Center, Johns Hopkins U

Overseas Experience: Various conferences from 2015-2017 in the UK, Nicosia, and Poland

Language Proficiency: Italian I, French I **Percentage Dedicated To Area Studies:** 50%

Relevant Courses: Ethnic Conflict & Humanitarian Intervention (focus on Bosnia and Kosovo)

of Courses Since 2014: 1

Current Research: International Security

Recent Sample Publications: "Obama's Libya Debacle: How a Well-Meaning Intervention Ended in Failure," *Foreign Affairs* 94,2 (March/April 2015): 66-77; "A Model Humanitarian Intervention? Reassessing NATO's Libya Campaign," *International Security* 38, 1 (Summer 2013): 105-136; "Why the R2P Backfires (And How to Fix It)," in *Last Lectures on the Prevention and Intervention of Genocide*, ed. Samuel Totten (Routledge, 2018); forthcoming. "Humanitarian Intervention," in *Human Rights: Politics and Practice*, 3rd edition, ed. Michael Goodhart (Oxford: Oxford University Press, 2016): 370-388; "Nuclear Nonproliferation via Coercion and Consensus: The Success and Limits of the RERTR Program (1978-2004)," in *International Cooperation on WMD Nonproliferation*, ed. Jeffrey W. Knopf (Athens, GA: University of Georgia Press, 2016)

of Recent Publications: 3

Dissertations/Theses Supervised in Past Five Years: 2

Distinctions: U.S. Institute of Peace, Jennings Randolph Senior Fellowship (resident), Washington, DC, 2013-2014, Woodrow Wilson International Center for Scholars, Fellowship (resident), Washington, DC, 2009-2010

LBJ School of Public Affairs**James P Pope****Clinical Professor**

Appointment: 2017 Tenured

Education:

Academic Experience:

Overseas Experience: Extensive experience in working with closely European allies on security and intelligence matters for many years, including serving as a Chief of Station there

Language Proficiency: **Percentage Dedicated To Area Studies:** 25%

Relevant Courses: Intel And National Security, Intelligence And Statecraft

of Courses Since 2014: 2

Current Research: Intelligence and National Security

Recent Sample Publications:

of Recent Publications: 0

Dissertations/Theses Supervised in Past Five Years:

Distinctions: Mr. Pope retired from the CIA after multiple foreign tours, service as Chief of Station and assignments as a Chief, Deputy Chief and Chief of Operations in three of the Directorate of Operations largest components. As Chief of the Training and Tradecraft Division, he was responsible for DO training, capturing "lessons learned," and adapting training and tradecraft to emerging technical challenges and mission imperatives. He was acting Assistant Director of National Intelligence for Partner Engagement for an extended period and Head of Delegation to NATO's Civilian Intelligence Committee.

LBJ School of Public Affairs**Stephen B. Slick****Clinical Professor, Director of the Intelligence**

Appointment: 2018 Non-tenured

Education: 2001 MPP, Princeton University, Public and International Affairs

Academic Experience: Clinical Professor 2015-2018

Overseas Experience: Served in US Embassies in East Berlin (1989-91), New Delhi (1991-93), Kiev (1994-96), Budapest (1998-2000), and Tel Aviv (2009-2014)

Language Proficiency: German 1+, Russian 1+ **Percentage Dedicated To Area Studies:** 25%

Relevant Courses: Advances Topics in Public Policy

of Courses Since 2014: 1

Current Research: Intelligence, Counter Terrorism, US national Security Policy Making

Recent Sample Publications: Please see selected items on UT Intelligence Studies Project website

of Recent Publications:

Dissertations/Theses Supervised in Past Five Years:

Distinctions: Multiple awards by the US State Department, ODNI, CIA and foreign governments

LBJ School of Public Affairs**Catherine Weaver****Associate Professor**

Appointment: 2018 Tenured

Education: 2003 Ph.D., University of Wisconsin - Madison

Academic Experience: 2010-present: Associate Professor, 2009-2010: Assistant Professor

Overseas Experience: Workshop/University Presentations in Germany (2010, 2014, 2016 2017), UK (2015, 2012), Denmark (2007, 2009); Research interviews (75+) in: UK, Belgium, Copenhagen, Sweden, Germany (2010-2016); Workshop participation (invited discussant): UK (2015, 2016, 2017), Sweden (2015), Germany (2014, 2016, 2017)

Language Proficiency: Russian 2+ , French 1+ , Polish 0+ **Percentage Dedicated To Area Studies:** 25%

Relevant Courses: Evaluation Methods for Global Development and Humanitarian Assistance

of Courses Since 2014: 1

Current Research: International development, Global economic governance, global policy, evaluation methods

Recent Sample Publications: Catherine Weaver. 2008. Hypocrisy Trap: The World Bank and the Poverty of Reform. Princeton, NJ: *Princeton University Press*; Catherine Weaver and Nicola Phillips, eds. 2010. International Political Economy and the Transatlantic Divide. London, UK: *Routledge Press*; Manuella Moschella and Catherine Weaver, eds. 2014. Handbook of Global Economic Governance. London, UK: *Routledge Press*

of Recent Publications: 0

Dissertations/Theses Supervised in Past Five Years: 8 PhD, 20 MA

Distinctions: "Most Dedicated Professor," , "Best Class for Professional Development," , "Best Class," 2009, 2010, Awards from the LBJ School Student Graduate Committee. 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017. Visiting Scholar, George Washington University Institute for Global and International Studies, Summer 2011. Chadwick Alger Book Prize, International Studies Association 2009. Harold D. Lasswell Prize, Society of Policy Scientists 2009. Fellow, American Assembly Next Generation Project 2007, 2010, 2011

LBJ School of Public Affairs**Joshua Busby****Associate Professor**

Appointment: 2016 Tenured

Education: 2004, Ph.D., Georgetown University, Government

Academic Experience: 2009-Present: Associate Professor; 2006-09: Lecturer, UT Austin; 2005-06: Research Fellow, Center for Globalization and Governance, Woodrow Wilson School, Princeton

Overseas Experience: Marshall Scholar at the University of East Anglia, Norwich, England; BA (with Honors) in Development Studies, University of East Anglia (1995)

Language Proficiency: French 2 **Percentage Dedicated To Area Studies:** 25%

Relevant Courses: Nature of the International System

of Courses Since 2014: 1

Current Research: Climate change, national security, and energy policy

Recent Sample Publications: *Moral Movements and Foreign Policy* (2010); "Making Markets for Merit Goods: The Political Economy of Antiretrovirals"(2010); "Feeding Insecurity? Weak States, Poverty, and Climate Change" (2009)

of Recent Publications: 0

Dissertations/Theses Supervised in Past Five Years: 0

Distinctions: Life Member in the Council on Foreign Relations, Marshall Scholar

LBJ School of Public Affairs**Jeremi Suri****Professor****Appointment:****Education:** SEE SURI, HISTORY**Academic Experience:****Overseas Experience:****Language Proficiency:****Percentage Dedicated
To Area Studies:****Relevant Courses:****# of Courses Since 2014:****Current Research:****Recent Sample Publications:****# of Recent Publications:****Dissertations/Theses
Supervised in Past Five
Years:****Distinctions:****LBJ School of Public Affairs****Lorinc Redei****Lecturer****Appointment:** 2013 Non-Tenure**Education:** 2013 Ph.D., Central European University, Budapest**Academic Experience:** 2013-Present: Lecturer, 2011-13: Adjunct Instructor, UT Austin; 2010, 2012-13: Instructor, Southwestern University**Overseas Experience:** 2005-08, 2011: Press Officer, European Parliament, Brussels**Language Proficiency:** English 5, French 5, German 5, Hungarian 5, Dutch 2, Spanish 2**Percentage Dedicated
To Area Studies:** 100%**Relevant Courses:** Transatlantic Relations in the 21st Century; The European Union in Global Governance**# of Courses Since 2014:** 3**Current Research:** European Parliament and EU Foreign Policy, European Union in Global Governance**Recent Sample Publications:****# of Recent Publications:** 0**Dissertations/Theses
Supervised in Past Five
Years:**

0

Distinctions: 2013: Faculty Summer Research Grant, Center for European Studies, UT Austin

Management**Luis Martins****Professor**

Appointment:	2010 Tenured	
Education:	1997 Ph.D., New York University, Management and Organizational Behavior	
Academic Experience:	2016-Present: Professor, 2006-2016: Associate Professor, 1997-2006: Assistant Professor	
Overseas Experience:	Research in France 2008	
Language Proficiency:	Hindi 4, Spanish 1	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	Organizational Behavior	
# of Courses Since 2014:	0	
Current Research:	Management	
Recent Sample Publications:	Rindova, Violina P., & Martins, Luis L. 2018. From values to value: Value rationality and the creation of great strategies. <i>Strategy Science</i> , 3(1): 323-334; Martins, Luis L. 2016. Reputation rankings. In Craig E. Carroll (Ed.), <i>SAGE Encyclopedia of Corporate Reputation</i> . Thousand Oaks, CA: SAGE Publications; Olsen, Jesse E. & Martins, Luis L. 2016. How will I fit in? Racioethnicity and potential employees. reactions to organizational diversity management approaches. <i>Journal of Applied Psychology</i> , 101(5): 657-672; Olsen, Jesse E., Parsons, Charles K., Martins, Luis L., & Ivanaj, Vera. 2016. Gender diversity programs, perceived potential for advancement, and organizational attractiveness: An empirical examination of women in the United States and France. <i>Group & Organization Management</i> , 41(3): 271-309. [Lead Article]	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	2	
Distinctions:	Winner of the 2016-17 Jim Nolen Award for Excellence in Graduate Teaching, McCombs School of Business, University of Texas at Austin; Inducted into the Provost Teaching Fellows, Faculty Innovation Center, University of Texas at Austin, 2016; Winner of the 2015 Outstanding Faculty Award, Working Professionals MBA Program in Houston, McCombs School of Business, University of Texas at Austin	

Marketing**Wayne Hoyer****Department Chair/ Professor**

Appointment:	1981 Tenured	
Education:	1980 Ph.D., Purdue University	
Academic Experience:	1981- Present UT Faculty	
Overseas Experience:	Taught internationally at the University of Mannheim (including one year during 2006- 7), the University of Muenster, and the Otto Bleisheim School of Management in Germany, the University of Bern in Switzerland, and was a research fellow at the University of Cambridge	
Language Proficiency:		Percentage Dedicated To Area Studies: 25%
Relevant Courses:		
# of Courses Since 2014:	0	
Current Research:	Consumer Behavior Customer Relationship Management Marketing Communication	
Recent Sample Publications:	Carmen-Maria Albrecht, Stefan Hattula, Torsten Bornemann, and Wayne D. Hoyer. 2016. Customer Response to Interactional Service Experience. <i>Journal of Service Management</i> 27(5), 704-729. Jacob Suher, Rajagopal Raghunathan, and Wayne D. Hoyer. 2016. Eating Healthy or Feeling Empty? How the "Healthy = Less Filling" Intuition Influences Satiety. <i>Journal of the Association of Consumer Research</i> 1(1), 26-40	
# of Recent Publications:	1	
Dissertations/Theses Supervised in Past Five Years:		
Distinctions:	2005: Career Award for Outstanding Research Contributions, McCombs School of Business, UT Austin; 2004: Award for Research Excellence, McCombs School of Business, UT Austin	

Mathematics**Alexis Vasseur****Professor**

Appointment: 2003 Tenured

Education: 1999 Ph.D., University of Jussieu (Paris 6), Mathematics

Academic Experience: 2016- Present: John T Stuart Cenennia Professor in Mathematics; 2013-2011: Associated Professor of Mathetmatics at University of Texas; 2010-2011 Professor of Mathetmatics at the University of Oxford, UK

Overseas Experience: Professor in the UK, Lectures in China, Slovakia, Germany, Portugal, Paris, Argentina, etc

Language Proficiency: **Percentage Dedicated To Area Studies:** 25%

Relevant Courses:

of Courses Since 2014: 0

Current Research: Fluid mechanics, Navier-Stokes equations, Integral operators, Hyperbolic conservation laws, Kinetic equations, hydrodynamical limits

Recent Sample Publications: L. Stokols and A. Vasseur, De Giorgi techniques applied to Hamilton-Jacobi equations with unbounded right-hand side, To appear in CMS; I. Lacroix-Violet and A. Vasseur, Global weak solutions to the compressible quantum Navier-Stokes equation and its semi-classical limit, Accepted in JMPA; Ch.H. Chan and A. Vasseur, De Giorgi techniques applied to the Holder regularity of solutions to Hamilton-Jacobi equations, To appear in the Proceedings of PSPDES IV

of Recent Publications: 1

Dissertations/Theses Supervised in Past Five Years:

Distinctions: Fellow of the American Mathematical Society, National Science Foundation: Grant award 2006-2019, Frank Gerth III Faculty fellowship: 2009-2010

Mechanical Engineering**Micheal Webber****Professor****Deputy Director**

Appointment: 2007 Tenured

Education: 2001 Ph.D., Stanford University, Mechanical Engineering

Academic Experience: 2013-Present: Co-Director, Clean Energy Incubator, 2012-Present: Deputy Director, Energy Institute, 2012-Present: Associate Professor, 2007-2012: Assistant Professor, UT Austin

Overseas Experience:

Language Proficiency: **Percentage Dedicated To Area Studies:** 25%

Relevant Courses: The global Scope of Energy, Energy Technology and Policy, Geo-sciences

of Courses Since 2014: 2

Current Research: Energy Resources

Recent Sample Publications: M.A. Cook and M.E. Webber, "Food, Fracking, and Freshwater: The Potential for Markets and Cross-Sectoral Investments to Enable Water Conservation," *Water*, 8(2), 45 (2016); J.B. Kjellsson and M.E. Webber, "The Energy-Water Nexus: Spatially-resolved analysis of the potential for desalinating brackish groundwater by use of solar energy," *Resources: Special Issue on Groundwater Quantity and Quality*, pp. 1-3 (13pp) (2015); "The Potential for Using Energy from Flared Gas for On-Site Hydraulic Fracturing Wastewater Treatment in Texas," *Environmental Science and Technology Letters* (2014)

of Recent Publications: 3

Dissertations/Theses Supervised in Past Five Years:

Distinctions: 2014 Fellow of ASME; Served on the Board of Advisers for Scientific American (since 2009), the Roundtable on Sustainability with the National Academies of Sciences and Engineering (since 2012), as a board member for non-profits such as Sustainable America and the Houston Advanced Research Center (HARC), and as a commissioner for Austin Energy (2008-2013)

Philosophy**Kathleen Higgins****Professor**

Appointment:	1982 Tenured	
Education:	1982 Ph.D., Yale University, Philosophy	
Academic Experience:	Professor, 1995-present; Associate Professor, 1989-1995; Assistant Professor, 1983-1989; Instructor, 1982-1983	
Overseas Experience:	Resident Scholar in Italy (Bellagio Center) (1993); Visiting Fellow, Katholieke Universiteit Leuven, Belgium (2013); Invited Lecture in Sweden (2014), Belgium (2013); External examiner, D.Phil. defense in England (2015); Conference Presentations in England (2012, 2015, 2017), Switzerland (2014), Poland (2013)	
Language Proficiency:	Spanish I, German I	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	Existentialism	
# of Courses Since 2014:	1	
Current Research:	19th and 20th century continental philosophy, aesthetics, and philosophy of the emotions	
Recent Sample Publications:	Book: <i>Artistic Visions and the Promise of Beauty: Cross-Cultural Perspectives</i> , co-edited with Shakti Maira and Sonia Sikka (Dordrecht: Springer, 2017). Articles: "Another View from China: Daoist Thought as an Approach to Global Business Ethics," <i>Research Approaches to Business Ethics and Corporate Responsibility</i> , ed. Patricia Werhane and R. Edward Freeman (Cambridge: Cambridge University Press, 2018), 293-305. "Love and Literature," <i>The Oxford Handbook of Philosophy of Love</i> , ed. Christopher Grau and Aaron Smuts (Oxford: Oxford University Press, 2017). "Global Aesthetics -- What Can We Do?" <i>Journal of Aesthetics and Art Criticism</i> 75 (2017): 339-349. "Confucius' Opposition to the 'New Music,'" <i>Dao</i> (2017). "Post-Truth: A Guide for the Perplexed," <i>Nature</i> 540:7631 (1 December 2016): 9; republished in <i>Scientific American</i> , December 5, 2016. "Forma Literaria y Crisis de la Madurez en Asi Habló Zarathustra (Literary Form and Midlife Crisis in Thus Spoke Zarathustra)," <i>Estudios Nietzsche</i> 16 (2016)	
# of Recent Publications:	4	
Dissertations/Theses Supervised in Past Five Years:	5	
Distinctions:	President, American Society for Aesthetics (2017-2019); American Society for Aesthetics Outstanding Monograph Prize (for <i>The Music between Us</i>), 2013	

Philosophy**Robert Koons****Professor**

Appointment:	1987 Tenured	
Education:	1987 Ph.D., UCLA, Philosophy	
Academic Experience:	2000-present: Professor; 1993-2000: Associate Professor; 1987-1993: Assistant Professor, University of Texas at Austin	
Overseas Experience:	Visiting research fellow in England (2016), conference presentations in England (2013, 2015, 2016, 2017), in Russia (2010), in China (2004), workshop presentation in Scotland (2000, 2015), visiting scholar in China (2008), invited lecture in Czech Republic (2007)	
Language Proficiency:	German I, Latin I, Classical Greek I	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	Ancient Philosophy, Contemporary Christian Philosophy	
# of Courses Since 2014:	2	
Current Research:	Metaphysics, philosophy of religion, epistemology	
Recent Sample Publications:	Books: 1. <i>Neo-Aristotelian Perspectives on Contemporary Science</i> , with William M. R. Simpson and Nicholas J. Teh (eds.) (London: Routledge, 2018). 2. <i>The Atlas of Reality: A Comprehensive Guide to Metaphysics</i> , with Timothy H. Pickavance (Oxford: Blackwell-Wiley, 2017). 3. <i>Fundamentals of Metaphysics</i> , with Timothy H. Pickavance (Oxford: Blackwell-Wiley, 2014). Articles: 1. "Forms as Simple and Indivisible Grounds of Things' Natures," <i>Metaphysica</i> (forthcoming, 2018). 2. "Hylomorphic Escalation: A Hylomorphic Interpretation of Quantum Thermodynamics and Chemistry," <i>American Catholic Philosophical Quarterly</i> (forthcoming, 2018). 3. "Epistemically Vague Boundaries without Margins of Error," in <i>On the Sorites Paradox</i> , Otavio Bueno and Ali Abasnesad (eds.) (Berlin: Springer, 2018)	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	1	
Distinctions:	Visiting Fellow, James Madison Program, Princeton University, 2014-15	

Philosophy**Al Martinich****Professor**

Appointment:	1973 Tenured	
Education:	1973 Ph.D., University of California San Diego	
Academic Experience:	1985-present Professor; 1979-85 Associate Professor; 1973-79 Assistant Professor	
Overseas Experience:	Several presentations in England and Europe	
Language Proficiency:	Latin 1	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Origin of Liberalism and Introduction to Early Modern Philosophy	
# of Courses Since 2014:	2	
Current Research:	The philosophy of Thomas Hobbes and John Locke	
Recent Sample Publications:	<i>Philosophical Writing</i> , fourth edition (Malden, MA: Wiley-Blackwell, 2015); Persian translation, by Fatemeh Minahi (Tehran: Hermes Publishing, 2016). <i>The Oxford Handbook of Hobbes</i> , edited with Kinch Hoekstra, (New York: Oxford University Press, 2016.) <i>The Philosophy of Language</i> , sixth edition, (New York: Oxford University Press, 1985);, edited with David Sosa, 2013). "The Laws of Nature are the Laws of God in Leviathan," <i>European Hobbes Society website</i> . http://www.europeanhobbesociety.org/newpublications/debate-martinich-deigh-on-law-1-martinich/ [accessed: March 21, 2017]. "Fiction as an Institution," <i>Comparative Philosophy</i> Volume 8, No. 1 (2017)	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	1	
Distinctions:	Robert W. Hamilton Faculty Book Award, 2000, University Co-operative Society	

Philosophy**Ian Proops****Professor**

Appointment:	2009 Tenured	
Education:	1998 Ph.D., Harvard University, Philosophy	
Academic Experience:	University of Texas at Austin, Full Professor, 2011-present; University of Texas at Austin, Associate Professor (tenured), 2009-2011; University of Michigan, Associate Professor (tenured), 2004-2008; University of Michigan, Assistant Professor, 1998-2004	
Overseas Experience:	Conference presentations in: Croatia (2015), Britain (2005), The Netherlands (2000); Departmental talks in: Sweden (2014), Britain (2014 (2 talks)), Britain (2007 (2 talks)), The Netherlands (2006), Britain (2005), Britain (2004), Sweden (2003 (2 talks)); Research in Britain (2000)	
Language Proficiency:	French 1, German 1	Percentage Dedicated To Area Studies: 85%
Relevant Courses:	Early Modern Philosophy, Wittgenstein, Russell, Kant, Leibniz, Frege, Russell, Wittgenstein	
# of Courses Since 2014:	4	
Current Research:	Kant's theoretical philosophy and History of Analytic Philosophy (Frege, Russell, Wittgenstein)	
Recent Sample Publications:	2018. "Wittgenstein's Logical Atomism," entry in the <i>Stanford Encyclopaedia of Philosophy</i> (Revision. Original version published in 2004). 2017 Review of José Zalabardo's "Representation and Reality in Wittgenstein's Tractatus," <i>Philosophical Review</i> . 2015. "Kant on the Ontological Argument," <i>Noûs</i> , vol. 49.1, March, 1–27. 2015. "Certainty, Error, and Acquaintance in Russell's Problems of Philosophy," <i>New Essays on Bertrand Russell's The Problems of Philosophy</i> , edited by Bernard Linsky and Donovan Wishon, CSLI Publications, 45–63. 2014. "Russellian Acquaintance Revisited," <i>Journal of the History of Philosophy</i> , vol. 52.4., October, 779–811. 2014. "Kant on the Cosmological Argument," <i>Philosophers' Imprint</i> , vol. 14, no. 12, May, 1–21. 2013. "What is Frege's 'Concept horse Problem'?" in Michael Potter and Peter Sullivan, eds., <i>Wittgenstein's Tractatus: History and Interpretation</i> , Oxford University Press	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	Member of 1 committee, but overall supervisor on none	
Distinctions:	Fellow at the National Humanities Center (2013-14)	

Philosophy**Mark Sainsbury****Professor**

Appointment:	2018 Tenured		
Education:	1970, Ph.D. Oxford, Philosophy		
Academic Experience:	1968-70: Magdalen College Oxford (Radcliffe Lecturer in Philosophy); 1970-73: St Hilda's College Oxford (Lecturer in Philosophy); 1973-75: Brasenose College Oxford (Radcliffe Lecturer in Philosophy); 1975-78: University of Essex (Lecturer in Philosophy); 1978-84: Bedford College (University		
Overseas Experience:	Recent presentations at overseas conferences 2011/12: Opening address at the conference "Proper names: philosophical and linguistic perspectives", Göttingen, September 2011. One day workshop on Seven Puzzles at London Institute of Philosophy. 2012/13: Author (with Michael Tye) at "Authors-meet-critics" session at Pacific APA, March 2013		
Language Proficiency:	English 3, French 2	Percentage Dedicated To Area Studies:	25%
Relevant Courses:	Philosophy of Language, Philosophy of David Hume, Problems of Knowledge and Valuation		
# of Courses Since 2014:	3		
Current Research:	Philosophy of language and mind		
Recent Sample Publications:	Books: with Michael Tye: <i>Seven Puzzles of Thought and How to Solve Them: An Originalist Theory of Concepts</i> . OUP 2012. <i>Thinking About Things</i> . OUP 2018. Papers: – "Fictional worlds and fiction operators". In <i>Empty Representations: Reference and Non-Existence</i> . Edited by Manuel García Carpio and Genoveva Martí. Oxford University Press 2014: 277-289. – "Vagueness and semantic methodology." <i>Philosophy and Phenomenological Research</i> , 2015. – (with Michael Tye) "Counting concepts: response to Paul Boghossian". in S. Goldberg (ed) <i>Externalism, self-knowledge and skepticism</i> . Cambridge University Press 2015. – "Intentional relations." <i>Argumenta</i> 2.2 2017: 327-39. – "Beyond belief." <i>The Philosopher's Magazine</i> 77.2: 76-81 (2017)		
# of Recent Publications:	0		
Dissertations/Theses Supervised in Past Five Years:	5		
Distinctions:	Fellow of the British Academy (1998); Honorary Fellow of Corpus Christi College, Oxford, 2015		

Philosophy**Paul Woodruff****Professor**

Appointment:	1973 Tenured		
Education:	1973 Ph.D., Princeton University, Philosophy		
Academic Experience:	1973-80, Assistant Professor, 1980-88, Associate Professor, 1988-Present, Professor Currently, Darrell K. Royal Professor in Ethics		
Overseas Experience:	Lecture tour in Netherlands, January 2017, Frequent lectures in Norway, UK, and Greece		
Language Proficiency:	English 5, German 1, French 0+	Percentage Dedicated To Area Studies:	25%
Relevant Courses:	Most courses involve the history of philosophy in Europe		
# of Courses Since 2014:	2		
Current Research:	Ancient Greek Philosophy		
Recent Sample Publications:	"Theater as Sacrament," <i>Ramus, Critical Studies in Greek and Roman Literature</i> 42 (2013): 5-22; "What is the Question in the Hippias Major?" <i>Philosophical Inquiry: International Quarterly</i> , 39 (2015): 73-79; "Spectator Emotions," in John Deigh, editor, <i>On Emotions: Philosophical Essays</i> . New York: Oxford University Press, 2013. (Essays published in honor of Robert Solomon) Pp. 59-75; "In Place of Loyalty: Friendship and Adversary Politics in Classical Greece," <i>Loyalty. Nomos</i> LIV. (edited by Sanford Levinson, Joel Parker, and Paul Woodruff). New York: New York University Press, 2013. Pp. 39-54; "Euboulia as the Skill Protagoras Taught," in Johannes M. van Ophuijsen, Marlein van Raalte, and Peter Stork, eds. <i>Protagoras of Abdera: The Man, His Measure</i> . Leiden and Boston: Brill, 2013		
# of Recent Publications:	1		
Dissertations/Theses Supervised in Past Five Years:	3		
Distinctions:	Various teaching awards		

Radio-Television-Film**Nancy Schiesari****Professor**

Appointment: 1993 Tenured

Education: 1978 M.F.A., Royal College of Art, London,

Academic Experience: 2006-Present: Professor, 1998-06: Associate Professor, 1993-98: Assistant Professor, UT Austin; 1991-92: Visiting Lecturer, California College of Arts and Crafts, Oakland; 1983-91: Professor, The London Institute

Overseas Experience: BFA and MFA from UK; BFA from Italy; Lectures at Harrow College of Art, London (1987), Slade School of Art, London (1986)

Language Proficiency: None **Percentage Dedicated To Area Studies:** 30%

Relevant Courses: Narrative Filmmaking: 16-mm; Narrative Production; Advanced Study in Communication; Cinematography; Film Production; Advanced Photojournalism

of Courses Since 2014: 0

Current Research: Filmmaking, cinematography

Recent Sample Publications: Tattooed Under Fire, Producer and Director (PBS, 2009); Hansel Mieth: Vagabond Photographer, Producer and Director (PBS and Independent Lens, 2004); Matrin Scorsese, History Man, Director and Cinematographer (BBC4, 2003); Loaves and Fishes, Producer and Director (PBS Showcase, 2000)

of Recent Publications: 0

Dissertations/Theses Supervised in Past Five Years: 3

Distinctions: 2005, 2007, 2012: Texas Film Production Fund; 2011: USA Awards Nominee; 2009: Women Film Critics Circle Award for 'Courage in Filmmaking'; 2003: Kodak Faculty Award; 2002: Emmy Nomination for Outstanding Cinematography; 1998: Academy Award Nomination; 1997: Dean's Fellowship, UT Austin

Radio-Television-Film**Sharon Strover****Professor**

Appointment: 1985 Tenured

Education: 1982 Ph.D., Stanford University, Communication

Academic Experience: 1997- Director, Telecommunications and Information Policy Institute, University of Texas present at Austin 2017 Visiting Faculty, Chinese University of Hong Kong (spring) 2016 Visiting Faculty, Stockholm University (fall) 2016 Advisory Board Member, Pacific ICT4D Collaborative 2016 Rapporteur

Overseas Experience: Ten-year research and education program funded by the government of Portugal to establish an academic program at two universities (in Lisbon and Porto) in Digital Media; Sabbatical fall 2016 in Stockholm, Sweden to research Scandinavian broadband; Invited Presentations in Spain and Sweden, 2017; Presentations at University of Porto, 2015, 2016

Language Proficiency: French I **Percentage Dedicated To Area Studies:** 25%

Relevant Courses: The network and telecommunications systems of the EU figure in some of my coursework but the course focus is not geographic.

of Courses Since 2014: 0

Current Research: Technology and culture, communications and technology regulatory policy, the Internet and social outcomes.

Recent Sample Publications: Schrubbe, Al and Strover, S. (forthcoming, 2018). "Infrastructure and instance: How rural communities approach short and long term solutions to access. In Ezther Hargittai "(Ed.), *Handbook on Digital Inequality*, Edward Elgar Publishing. Strover, S. Whitacre, B., Rhinesmith, C., and Schrubbe, A. (2017). At the edges of the national digital platform. *D-Lib Magazine* 23 (5/6). <http://www.dlib.org/dlib/may17/strover/05strover.html> Viana, P., Chambel, T., Bove, M., Strover, S., Thomas, G. (October 2016). Guest Editorial: Immersive Media Experiences. *Multimedia Tools And Applications (MTAP)* - Special Issue on Immersive Media Experiences. (An ACM Publication). Available at: *Multimed Tools Appl* (2016) 75:12285–12290. DOI 10.1007/s11042-016-3803-6

of Recent Publications: 2

Dissertations/Theses Supervised in Past Five Years: 10

Distinctions: Graduate Teaching Award, University of Texas, Philip G. Warner Regents Professor in Communication (since 2008), Rural Utilities Service, U.S. Department of Agriculture, Broadband Initiatives Program, Washington, D.C. Scholar-in-Residence (2010), Faculty Research Assignment, University of Texas at Austin (2016-2017), Faculty Fellowship, University of Texas at Austin, Big XII 2016-17, Advisory Board Member, Pacific ICT4D Collaborative

Radio-Television-Film**Kathleen Tyner****Associate Professor**

Appointment:	2004 Tenured		
Education:	1986 M.A., San Francisco State University, Communication Arts		
Academic Experience:	2010 - Present, Associate Professor, 2004-2009, - Assistant Professor		
Overseas Experience:	2013-18: Spain (2) , Portugal (2), Italy (1), Ireland (1)		
Language Proficiency:	English 5, Spanish 1	Percentage Dedicated To Area Studies:	25%
Relevant Courses:	Media Literacy, Media Research Methods, Children and Media		
# of Courses Since 2014:	3		
Current Research:	Media and information literacy, experimental media, game-based learning		
Recent Sample Publications:	2015-18: Twelve journal articles and chapters published about co-written with Portuguese researchers as part of the GamiLearning Project. 1 article co-written with Spanish authors: Tyner, K., Gutiérrez Martín, A. & Torrego González, A. (2015). "Multiliteracy" without walls in the age of convergence. Digital competency and the "culture of making" as incentives for continuing education. <i>Profesorado: Revista de Currículum y Formación del Profesorado</i> , 1992		
# of Recent Publications:	2		
Dissertations/Theses Supervised in Past Five Years:	2		
Distinctions:			

School of Architecture**Mirka Benes****Associate Professor**

Appointment:	2006 Tenured		
Education:	1989 Ph.D., Yale University, Architecture		
Academic Experience:	The University of Texas at Austin: 2006- Associate Professor, University of Texas at Austin; Harvard University 2000-2005 Senior Lecturer; 1994 -2000 Associate Professor		
Overseas Experience:	2018 Conference Presentation: scheduled for June/July 2018, Paris, "Le chateau d'Anet, Diane de Poitiers, et l'Antiquité". 2016 Research in Rome (1 week) 2016 Presentation: "Transposition as design: the hybrid and pastoral landscapes of Claude Lorrain and seventeenth-century Roman villa gardens," Santa Chiara Study Center (UT SOA), Castiglion Fiorentino (Arezzo), Italy (November 1). 2015		
Language Proficiency:	Italian 4+, French 4, German 3+, Latin 2+, Czech 0+, Dutch 0+, Spanish 0+	Percentage Dedicated To Area Studies:	100%
Relevant Courses:	History and Theories of Landscape Architecture, History and Theories of Landscape Architecture, Hybridity in Landscape/Architecture, Professional Design Practice in Baroque Rome: Francesco Borromini		
# of Courses Since 2014:	4		
Current Research:	Landscape architecture, architecture, and art		
Recent Sample Publications:	<i>Landscape, Architecture, and Experience in the Villa Culture of Seventeenth-Century Rome: Designing Gardens and Parks in the Age of Claude Lorrain</i> , book manuscript. 2017 "Le Nôtre's Eye: The Intimacy of Viewing Garden Prints and Landscape Paintings in his Cabinet," in: <i>Centerline 12: Spatial Speculations: Drawing from the Gardens of Versailles</i> , ed. Joyce Rosner (Austin, Texas: Center for American Architecture and Design, University of Texas at Austin, 2017), 65-83, 86-91. 2013 "Gardens and the Larger Landscape," Chapter 8 in: <i>A Cultural History of Gardens in the Renaissance</i> , ed. Elizabeth Hyde. Vol. 3 in Series: <i>A Cultural History of Gardens</i> , series editors: John Dixon Hunt and Michael Leslie (London-New York: Bloomsbury, 2013), pp. 187-216, and notes, pp. 247-258. 2011		
# of Recent Publications:	2		
Dissertations/Theses Supervised in Past Five Years:	4 supervised; + 4 member of committee.		
Distinctions:	Research Fellowship, Center for Landscape and Garden Studies, Dumbarton Oaks Research Library and Collection--Harvard University, Washington, D.C. 1996-97 American Academy in Rome Prize, Post-Doctoral Mellon Fellowship in the History of Art 1996-97 Dumbarton Oaks Fellowship, Center for Studies in Landscape Architecture, Dumbarton Oaks Research Center and Collection--Harvard University, Washington, D.C. [declined, to take AAR Fellowship] 1991-92		

School of Architecture

Richard Cleary

Professor

Appointment:	1995 Tenured	
Education:	1986 Ph.D., Columbia University, Art History	
Academic Experience:	2008-present: Professor, 1999-2008: Associate Professor, 1995-1999: Assistant Professor, Spring 1995: Visiting Associate Professor	
Overseas Experience:	Teaching with School of Architecture programs in France (2013, 2015, 2018), Italy (2002, 2007) Conference presentations in UK (2006), Portugal (2006)	
Language Proficiency:	French 2+, Italian 1	Percentage Dedicated To Area Studies: 25%
Relevant Courses:	World Architecture: Industrial Revolution to Present, History of Baroque Architecture, Eighteenth-Century Cities and Landscapes	
# of Courses Since 2014:	3	
Current Research:	Architectural history	
Recent Sample Publications:	"The Architecture of Sports," <i>Places Journal</i> (July 2017), "Well Played! An Architectural View of Sports," in Wm. Roger Louis, ed., <i>Resplendent Adventures with Britannia: Personalities, Politics and Culture in Britain</i> , London: I. B. Tauris and Austin: Harry Ransom Center, The University of Texas, 2015	
# of Recent Publications:	2	
Dissertations/Theses Supervised in Past Five Years:	2	
Distinctions:	Outstanding Teaching Award (Lecture), School of Architecture, University of Texas at Austin, 2014, 2002, 1998 2011 Regents' Outstanding Teaching Award, University of Texas System	

School of Architecture

Christopher Long

Professor

Appointment:	1995 Tenured	
Education:	1993 Ph.D., University of Texas at Austin, History	
Academic Experience:	University of Texas at Austin, School of Architecture and Planning, Professor, 2009-present; Associate Professor, 2003-2009, Assistant Professor, 1999-2003; Lecturer, 1995-99	
Overseas Experience:	Technische Universität Wien (Technical University Vienna), Department of Architectural Theory, Visiting Professor, Spring-Summer 2016; Department of Art History, Fall 2017 Central European University, Prague, Czech Republic, History and Philosophy of Art and Architecture Department, Visiting Professor, 1994-1995	
Language Proficiency:	German 4, Czech 2, French 2	Percentage Dedicated To Area Studies: 80%
Relevant Courses:	Methodologies of Architectural History, History of Central European Architecture, 1648-present German Modernism, Loos and Mies	
# of Courses Since 2014:	4	
Current Research:	Modern Central European Architecture and Design	
Recent Sample Publications:	Books <i>Toward Everyday Design: Making and Selling the Arts and Crafts Idea</i> . New Haven and London: Yale University Press (exhibition catalogue, co editor with Monica Penick, forthcoming fall 2018. <i>Adolf Loos: The Late Houses</i> . Prague: Kant, forthcoming late fall 2018. Pripad Adolf Loos. Brno, Czech Republic: Barrister & Principal, 2017. <i>Adolf Loos on Trial</i> . Prague: Kant, 2017. <i>The New Space: Movement and Experience in Viennese Modern Architecture</i> . New Haven and London: Yale University Press, 2016. <i>Der Fall Loos</i> . Vienna and Munich: Amalthea Verlag, 2015. <i>Kem Weber: Designer and Architect</i> . New Haven and London: Yale University Press, 2014 <i>Paul T. Frankl: Autobiography</i> . Los Angeles: DoppelHouse Press, 2013. (editor, with Aurora McClain) Articles and reviews (selected): Subjektive Wahrnehmung und dynamisches Erlebnis: Josef Franks Ideen zur Raumplanung	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	6	
Distinctions:	Martin S. Kermacy Professor, School of Architecture, University of Texas at Austin, ACSA Distinguished Professor Award, Association of Collegiate School of Architecture, 2016, University Distinguished Teaching Professor	

School of Architecture**Smilja Milovanovic-Bertram****Director: Study in Italy**

Appointment:	1983 Tenured	
Education:	1974 MA, Harvard University, Architecture	
Academic Experience:	2009 to present Associate Professor	
Overseas Experience:	Teaching Fall semester in Castiglion Fiorentino, Italy since 2004	
Language Proficiency:	Serbian 5, Slovenian 5, Brazilian Portuguese 3, Italian 3	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Italian Architecture; Italian Experience	
# of Courses Since 2014:	3	
Current Research:	Architecture, Pedagogy of beginning design	
Recent Sample Publications:	<i>Poetics & Pragmatics: A Design Studio Companion</i> , (with Joyce Rosner) Kendall Hunt Publishing, 2017; <i>Roman Spaces: Conversations on the Eternal City & Contemporary Architecture</i> , University of Texas Press (forthcoming); "Learning from Cultural Displacement" <i>S.ARCH</i> 2017, Hong Kong, June 2017; "Lina Bo Bardi: Evolution of Cultural Displacement", <i>ACSA</i> 2016 Cross Americas, Guimaraes, Portugal, July, 2016.; "Tectonics in the Study Abroad Studio" <i>ICSA</i> , Santiago, Chile, June 2016	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	0	
Distinctions:	Dads' Association Centennial Teaching Fellowship, 2015; Regents' Outstanding Teaching Award, 2009	

School of Architecture**Danilo Udovicki-Selb****Associate Professor**

Appointment:	1991 Tenured	
Education:	1996 Ph.D., MIT, History, Theory and Criticism of Architecture	
Academic Experience:	1996-Present: Associate Professor, 1991-1996 Assistant Professor	
Overseas Experience:	Conference presentations: Athens (2018), Glasgow (2016), O Porto (2015), Paris (2014), Istanbul (2011), Istanbul (2010), Italy (2009), Budapest (2008), Norway (2008), Paris (2006)	
Language Proficiency:	French 5, Serbo-Croatian 5, English 4, Italian 3+, Spanish 3+, Russian 2+, Portuguese 2	Percentage Dedicated To Area Studies: 40%
Relevant Courses:	Brunelleschi: Between European Renaissance and Florentine Renaissance, Le Corbusier 1920s-1930s and Charlotte Perriand, Urban History of Paris (every fall in Paris, Survey courses, Russian Avant-garde, Theory, Advanced Theory	
# of Courses Since 2014:	5	
Current Research:	French Modern Architecture and Art, Focus: 1930s; Soviet architecture 1920s-1930s; Brunelleschi's Architectural Practice	
Recent Sample Publications:	With exclusion of Soviet scholarship: Chapters in Books: • INTERNATIONAL EXPOSITIONS – BETWEEN GARDEN AND TOWNS CAPE: "From the Porto Crystal Palace (1865) to the Paris Exhibition (1937)" (Porto: Fundação Serralves,) 2017. • "Sur les routes des Balkans: Genèse des Cinq Points de l'Architecture?" in <i>L'Invention d'un Architecte, Le Corbusier et le « Voyage en Orient »</i> (Paris : Fondation Le Corbusier), 2013, Essays in refereed journals: • "Reinventing Paris: The Competitions for the 1937 International Exposition in Paris" in <i>Journal of the Society of Architectural Historians</i> , Spring 2015. <i>Architectural Criticism</i> published in Italy (<i>Il Giornale dell'Architettura</i>): 31 essays in the last 5 Years	
# of Recent Publications:	3	
Dissertations/Theses Supervised in Past Five Years:	5	
Distinctions:		

School of Architecture**Anthony Alofsin****Professor**

Appointment:	1987 Tenured	
Education:	1987 Ph.D., Columbia University, Architecture	
Academic Experience:	1999-Present: Roland Gommel Roessner Centennial Professor, 1998-99: Martin S. Kermacy Centennial Professor; 1991-97: Sid Richardson Centennial Professor, 1987-91: Sid Richardson Centennial Teaching Fellow, UT Austin	
Overseas Experience:	Extensive work in Europe	
Language Proficiency:	French 3+, Italian 3, Spanish 3, German 2+, Latin 2, Ancient Greek 2	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Central European Architecture, 1848-1933; Historiography of Modernism; Introduction to Architectural Theory; Origins of Architecture	
# of Courses Since 2014:	3	
Current Research:	Frank Lloyd Wright, Modernism, Ornament: History and Practice, Central European Architecture	
Recent Sample Publications:	<i>Dream Home: What You Need to Know Before You Buy</i> (nerformsLtd.com, 2013); <i>Frank Lloyd Wright: Art Collector</i> (University of Texas Press, 2012); <i>Architektur beim Wort nehmen. Bildhaft sprechende Baukunst des Habsburgerreiches und seiner Nachfolgestaaten 1967-1933</i> (Verlag Anton Pustet, 2011); <i>A Modernist Museum in Perspective: The East Building, National Gallery of Art</i> (Yale University Press and National Gallery of Art, 2009)	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:	2	
Distinctions:	2013: National Member, Bogliasco Foundation Fellowship Advisory Committee; 2009. 2013: Faculty Research Assignment; 2012: School of Architecture Research Grant, UT Austin; 2011: Fellow, Helen Riaboff Whiteley Center; 2010, 2006: Fellow, MacDowell Colony, Peterborough, NH. 2008-09: Outstanding Scholarship Award, UT Austin	

School of Architecture**Simon Atkinson****Professor**

Appointment:	1982 Tenured	
Education:	1989 Ph.D., University of Sheffield, Urban Design	
Academic Experience:	1982-Present: Professor, UT Austin; 2008-Present: Visiting Professor, NC State University; 1992-93: Adjunct	
Overseas Experience:	1982-Present: Professor, UT Austin; 2008-Present: Visiting Professor, NC State University; 1992-93: Adjunct Professor, University of Sheffield, 1971-82: Head of Joint Centre for Urban Design, Oxford Brookes University British citizen, educated in the UK, licensed architect and town planner. Led School of Architecture study abroad program to Oxford and London since 1983. Urban designer and architect in England and Gibraltar	
Language Proficiency:	Spanish 3	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Garden City to New Community; Design of Sustainable Communities; London Advanced Studio	
# of Courses Since 2014:	3	
Current Research:	Design of sustainable cities, neighborhoods and housing in the UK, Sweden, Germany, and the Netherlands	
Recent Sample Publications:	<i>The Design of Three Neighborhoods for Children</i> . The Child in the City, Odense, Denmark (2014); "Surge City," with C. Lewis, <i>Design Interventions for Changing Climates</i> , joint meeting of Subtropical Cities 2013 and ACSA Fall Conference, Ft. Lauderdale (October 2013); "Designing Inner City Neighborhoods," <i>2A Architecture and Art</i> , Issue 13(2010)	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:	10	
Distinctions:	Mike Hogg Centennial Professorship, School of Architecture, UT Austin	

Sociology**Ari Adut****Associate Professor**

Appointment:	2004 Tenured	
Education:	2004 Ph.D., University of Chicago, Sociology	
Academic Experience:	2010-present: Associate Prof, 2004-2010: Assistant Prof, 2003-2004: Preceptor, 2000-2002: Lecturer, 1988-2001: Research Assistant, University of Chicago	
Overseas Experience:	Born in Turkey; BA and Advanced degree in Turkey and France; Research in UK and France	
Language Proficiency:	Turkish 5, French 4+	Percentage Dedicated To Area Studies: 70%
Relevant Courses:	Social Theory; Current Debates in Social Theory	
# of Courses Since 2014:	2	
Current Research:	Violence during the French revolution, Violence in civil wars, Public sphere, Commodification, Political prediction	
Recent Sample Publications:	<i>On Scandal: Moral Disturbances in Society, Politics, and Art</i> (Cambridge University Press, 2008); "Interest, Collusion, and Alignment: A Critical Evaluation of Ruling Oneself Out," <i>Social Science History Journal</i> 34 (2010)	
# of Recent Publications:	0	
Dissertations/Theses Supervised in Past Five Years:	4	
Distinctions:	2009: Honorable Mention, Mary Douglas Book Award, Sociology of Culture Section of the American Sociological Association, for <i>On Scandal: Moral Disturbances in Society, Politics, and Art</i>	

Sociology**Mounira Maya Charrad****Associate Professor**

Appointment:	2000 Tenured	
Education:	1980 Ph.D., Harvard University, Sociology	
Academic Experience:	2006-Present: Associate Professor; 2000-2006: Assistant Professor	
Overseas Experience:	Research in Tunisia and France: 1990-2018	
Language Proficiency:	French 5, Spoken Tunisian Dialect 2+	Percentage Dedicated To Area Studies: 50%
Relevant Courses:	Comparative and Historical Methods in, Sociology, What is Power?, The Veil, Political Sociology	
# of Courses Since 2014:	3	
Current Research:	Comparative and Historical Sociology, Sociology of Law, Political Sociology	
Recent Sample Publications:	<i>Patrimonial Capitalism and Empire</i> , Mounira M. Charrad & Julia Adams, eds. UK: Emerald Publishing (Book Series, Political Power and Social Theory), 2015. "Living History Interview: Mounira Maya Charrad," 24(2) <i>Transnational Law & Contemporary Problems</i> 24 (2); <i>Journal of Gender, Race & Justice</i> 18(2), 2016; "Progressive Family Law: How It Came About in Tunisia," <i>Transnational Law & Contemporary Problems</i> 24(2); & <i>Journal of Gender, Race & Justice</i> 18(2), 2016: 351-360. • Reprinted in <i>Gender in Constitutional Law</i> , 3 vols., edited by Catharine A. MacKinnon, Elizabeth A. Long and James Barr Ames, forthcoming. "Constructing Citizenship: Gender and Changing Discourses in Tunisia." Mounira M. Charrad and Amina Zarrugh <i>Gendered Citizenship: The Challenges of Representation</i> , 2016. (*) "Limits of Empire: The French Colonial State Local Patrimonialism." Mounira M. Charrad & Daniel Jaster, in <i>Political Power & Social Theory</i> , Vol. 28, 2015	
# of Recent Publications:	5	
Dissertations/Theses Supervised in Past Five Years:	Five	
Distinctions:	• Distinguished Scholarly Publication Award, Best Book in Sociology, American Sociological Association. • Distinguished Contribution to Scholarship Award. Best Book in Political Sociology, American Sociological Association, Section on Political Sociology. • Best Book on Politics and History Greenstone Award, American Political Science Association. • Outstanding Scholarly Book in Any Field Hamilton Award, University of Texas at Austin	

POSITIONS

PROJECT STAFF

1. **Sr. Program Coordinator** (this position is currently filled by Sally Dickson, but she will be leaving the Center—after 12 years of dedicated service to it—to work in the Office of the Dean of the College of Arts in late June, so I am listing the duties required for the position as well, which we are now advertising to be filled in the not too distant future): The Sr. Program Coordinator is responsible for all Title VI oversight and is the Center’s communications specialist. He or she runs the day-to-day activities of the Center including disseminating information and keeping the listservs current. The job also includes scheduling, organizing, and advertising various guest speakers and events held throughout the semester. The job entails coordination of conferences/seminars, and includes scheduling space, communication with speakers, assistance with travel arrangements, booking accommodations, dinners and receptions, a/v scheduling, and continued contact at the completion of conferences, along with all work associated with conducting measurement and evaluations. The job also oversees all outreach, which includes contacting and building relationships with teachers and principals at K-12 schools in the Austin area and in Texas generally, creating and advertising materials available for classroom use, and creating activities that are taken to various school functions. The Sr. Program Coordinator also creates and develops a Faculty Learning Community with ACC and oversees it, as well as works seamlessly with Hemispheres, the UT area studies consortium dedicated to outreach. The job entails overseeing the Digital Speakers Bureau, FLAS fellowships, travel awards, scholarships, business outreach, and EC meetings.
2. **Program Coordinator (to be filled shortly):** The Program Coordinator provides general administrative support and maintains day-to-day operations of the Center. More specifically, he/she maintains all records, tracks spending, and generates all financial reports for the Director of the Center, as well as prepares data for grant reporting as needed. He or she manages budgets for events, co-sponsorships, research awards, and scholarships, ensuring that spending goals and deadlines are met. He or she communicates with all stakeholders involved to ensure they both understand and meet the requirements associated with the funding. He or she assists the Director of the Center in interpreting grant policy to help the Center remain in compliance and operate efficiently, as well as shepherds assignments documents to completion for visiting scholars and student workers. He or she also works closely with the Sr. Program Coordinator as needed for conference planning, overall Center management, marketing, assisting with monthly newsletters, and maintaining the website. He or she assists with travel arrangements for visiting speakers and lecturers.
3. **Assistant Program Coordinator** (a new position, to be fulfilled in the event that we receive Title VI funding): The Assistant Program Coordinator will assist with scheduling and filming sessions for the Digital Speakers Bureau and coordinating editing and animation services. He/she will also assist with the coordination of K-16 outreach events, including securing venue, manage catering, and other event details as needed. He/she will assist with conferences and workshops on campus including the planning and organization and assist with on-site management. He/she will manage social media for the Center including Facebook and Twitter accounts, design and maintain the Center’s weekly Events Digest, and maintain current information on the website. This position will also help with daily tasks as needed.

EU/US@SWXS STAFF from IC²

(the positions have not yet been technically filled

but the personnel have been identified for them in the event that we receive Title VI funding):

1. **Dr. Gregory Pogue** is Interim Executive Director of the IC² Institute of The University of Texas at Austin. Prior to being named Interim Executive Director he served the Institute as Deputy Director and Senior Research Scientist and led research, instructional and implementation programs surrounding technology commercialization, early venture creation, and entrepreneurship. Dr. Pogue has extensive technology commercialization experience through senior positions in venture capital, entrepreneurial ventures, technology transfer offices, and as a scientific innovator. He has held vice-president or above positions in six startup enterprises: one realized a successful public offering on the NASDAQ Exchange; a second was acquired by a Fortune 500 company; three obtained large licensing deals with industry leaders; the last is in clinical stage development. He has authored over 60 original scientific articles and reviews and is an inventor on over 35 issued and pending U.S. patents.
2. **Dr. Bruce Kellison** has been responsible for strategic planning and research for the Bureau of Business Research since 1998. Under his leadership, the Bureau has won a number of research grants and contracts from a variety of sponsors, including the National Science Foundation, NASA, and the State of Texas. He is former editor of Texas Business Review and comments frequently in the press about Texas economic conditions. He has a doctorate in government from The University of Texas at Austin and wrote on the political economy of the Russian oil industry.
3. **Diane Skubal** is the Administrative Manager of IC² Institute and is currently responsible for providing project and logistical management for 18 programs including NSF Southwest ICOrps grant 2014-present, USAA 2011-present, City of Austin Fast Forward 2016-present, EDA 2016-present and multiple other national and international programs. Before joining The University of Texas at Austin, Diane was Vice President and Loan Administration Officer at NBC Bank Rockdale, responsible for managing the operations of the loan and credit departments. After her financial career she became the Community Education Director for Rockdale Independent School District serving as the liaison between Rockdale ISD and community and civic leaders. She has been with The University of Texas at Austin since 2006 and with IC² Institute since 2008.

INSTRUCTIONAL PERSONNEL:

1. **Ukrainian Language and Culture Lecturer:** Oksana Lutsyshyna (PhD, University of Georgia) is the current instructor (See her Bio in appendix 2) but we cannot guarantee that she will continue in the position over the entire grant period, so I am providing a description of qualifications and duties. The person in this position will hold a PhD or equivalent and will be teaching Ukrainian language and culture for three years starting in year two. The courses funded will include beginning Ukrainian, an accelerated “Ukrainian for Slavic language learners” course, and Ukrainian area studies courses, for a full-time teaching load.
2. **LCTL Tutors:** The tutor will have native or near-native fluency in the target language and be trained and supervised in his/her work by a faculty devoted to language pedagogy.

LIBRARY PERSONNEL:

1. The graduate student in this position will serve as the project manager for new digital collections and/or digital scholarship projects in the fields of area, international and global studies. He or she

will work with faculty members and librarians to identify relevant collections and shepherd them through the digitization and access processes, as well as help initiate and develop promotional materials for new and existing collections. He/she will assist with departmental projects as needed. The graduate student will come from the School of Information or any international/area studies-affiliated program, be enrolled for at least 9 semester hours during the fall and spring semesters, and for at least 3 semester hours during the summer session. He or she will have experience with or interest in area/international/global studies. The student must be in good academic standing, have a focus on information resources and services or area/international/global studies, have knowledge of or experience with digital archiving, and have appropriate non-English language competency.

Note: All S 2019 classes cannot be calculated reliably.

Course	Title	Crosslisted Depts. and Courses	%	Credit Hours	Term Offered	Enrollment UG	G	Offered 2017-2018	Offered F 2018
European Studies (EUS)									
EUS 305	Intro To European Studies	---	100%	3	F/S	84	0	X	X
EUS 306	Muslims In Europe	ANT 310L, ISL 311	100%	3	F	18	0	---	---
EUS 306	Jewish Civilization: 1492 To Present	HIS 306N, JS 304N AHC 310, CTI 310, HIS	100%	3	S	19	0	X	---
EUS 306	Western Civilization In Medieval Times	309K	100%	3	S	69	0	X	X
EUS 307	Grimms' Fairy Tales	CL 305, GSD 310	100%	3	F	38	0	X	X
EUS 307	Cuisine/Culture Central/East Europe	REE 302	100%	3	S	35	0	---	---
EUS 307	Introductory Study Of Northern Europe	GSD 301	100%	3	S	23	0	X	X
EUS 307	War In Comics/Photo: Southeast Europe	REE 302, WGS 301	100%	3	S	18	0	---	---
EUS 307M	Introduction To Western Music	MUS 302L AMS S315C, CL S305,	100%	3	F/S	355	0	X	X
EUS S307	Movies Go To War	GSD S311C	100%	3	Su	9	0	X	---
EUS 308	Germany And Globalization	AMS 315, GSD 310	100%	3	S	17	0	X	---
EUS F340M	Continuity/Change In Modern France-Fra	FC F340M	100%	3	Su	32	0	X	---
EUS 346	Anti-Semitism In History & Literature	CL 323, EUS 346, JS 364	75%	3	F	24	0	X	---
EUS 346	Enlightenment & Revolution	CTI 375, HIS 350L	100%	3	F	20	0	X	X
EUS 346	European Immigration in Texas 19th Century	AMS 321	50%	3	F	9	0	X	X
EUS 346	History Of Britain Restoration-1783	HIS 334J HIS 362G, JS 364, REE	100%	3	F	72	0	---	X
EUS 346	Introduction To The Holocaust	335 AHC 330, CTI 375, HIS	100%	3	F	62	0	---	X
EUS 346	Machiavelli	350L, LAH 350, RS 357	100%	3	F	17	0	---	X
EUS 346	Regions/Cultures Of Europe	GRG 326, REE 345	100%	3	F	46	4	X	X
EUS 346	Tudor England, 1485-1603	HIS 375K	100%	3	F	36	0	---	X
EUS 346	World War II Eastern Europe	HIS 350L, REE 335	100%	3	F	0	0	---	---
EUS 346	Capitalism/Making Mod World	---	75%	3	S	0	0	---	---
EUS 346	England In The 20th Century	HIS 362G HIS 323L, JS 364, REE	100%	3	S	34	0	---	---
EUS 346	Europe Since 1919	335	100%	3	S	0	0	---	---
EUS 346	Europe Via Ethnography	---	100%	3	S	0	0	---	---
EUS 346	French Revolution And Napoleon	CTI 375, EUS 346	100%	3	S	65	0	X	---

EUS 346	History Britain 1783 Thru WWI	HIS 358M	100%	3	S	62	0	---	---
EUS 346	Nordic Welfare States	GSD 360	100%	3	S	19	0	---	---
EUS 346	Northern Lands And Cultures	GRG 356T, REE 345	100%	3	S	25	0	X	---
EUS 346	Sport & English Society-Gbr	---	100%	3	S	1	0	---	---
EUS 346	Stuart England, 1603-1689	HIS 375L	100%	3	S	EUS	0	---	---
EUS 346	Sweden And EU Welfare State	---	100%	3	S	0	0	---	---
		AMS 370, GRG 356T, GSD 360, HIS 362G, URB 354	100%	3	S	18	0	X	---
EUS 346	Vienna: Memory/The City-Aut	HIS S362G, ISL S372, RS S357, REE S335	100%	3	Su	11	0	---	---
EUS S346	Islam In Southeastern Europe	WGS S345	100%	3	Su	0	0	X	---
EUS S346	Witches, Workers, And Wives	SOC S340C	50%	3	Su	41	0	X	---
EUS S346	Globalization	---	25%	3	F	0	0	---	---
EUS 347	Capital Punishment In America	349	100%	3	F/S	24	0	X	X
EUS 347	Dante	ARH 331K, CTI 375	100%	3	F	37	0	X	---
EUS 347	Early Italian Renaissance Art	GSD 360, REE 325	100%	3	F	9	0	---	---
EUS 347	Europe Avant-Garde In Print	CL 323, GSD 331C	100%	3	F	28	0	---	---
EUS 347	Films Of Ingmar Bergman	---	100%	3	F	0	0	---	---
EUS 347	Food And Society	ARH 330J	100%	3	F	7	0	X	---
EUS 347	Gothic Cathedral: Amiens	CL 323, GSD 341E	100%	3	F	23	0	---	X
EUS 347	Hans Christian Andersen	REE 347	50%	3	F	0	0	---	---
EUS 347	Homoeroticism In Slavic Lit	CTI 375, ITC 349	100%	3	F	19	0	---	---
EUS 347	Italy Masters: Literature/Film/Art	ARH 333L, RS 357	100%	3	F	37	0	---	X
EUS 347	Rembrandt/Rubens: Norhtern Baroque Art	CL 323	100%	3	F	12	0	X	---
EUS 347	Vikings And Their Literature	REE 325, WGS 340	100%	3	F	24	0	X	X
EUS 347	Women/Resistnc Contemp E Euro	ARH 331P, CTI 375	100%	3	S	36	0	---	---
EUS 347	Art & The City In Renaissance Italy	---	100%	3	S	0	0	X	---
EUS 347	Art In Lives Ordinary Romans	CL 323, GSD 360, HIS 362G, URB 353	100%	3	S	27	0	---	---
EUS 347	Berlin	CL 323, REE 325	100%	3	S	10	1	---	---
EUS 347	Central European Literature 20th Century	CL 323, GSD 341J	100%	3	S	11	0	---	---
EUS 347	Contemporary Scandinavn Stories	CL 323, CTI 345, FC 349, WGS 345	100%	3	S	11	0	---	---
EUS 347	Fictions Of The Self/Other	ITC 349, WGS 340	100%	3	S	14	0	---	---
EUS 347	Italian Tv Ads: Fashion/Food/Cars	E 360S	100%	3	S	11	0	---	---
EUS 347	Mong/Nom/Musl In Euro Mid Ages	ARH 332K, RS 357	100%	3	S	29	0	X	---
EUS 347	Northern Renaissance Art 1350-1500	REE 325, WGS 345	100%	3	S	25	0	---	---
EUS 347	Punks/Divas In Se Europe	ARH 329R, RS 357	100%	3	S	6	0	---	---
EUS 347	Romanesque Art & Architecture	---	---	---	---	---	---	---	---

EUS 347	Scandinavia Cinema Since 1980	CL 323, GSD 330	100%	3	S	13	0	---	---
EUS 347	Tolerance In Dutch Culture	GSD 361E, WGS 340	100%	3	S	24	0	---	---
EUS 347	Turks In Europe	MEL 321	100%	3	S	0	0	---	---
EUS 347	Wine/Socety In Ancient Italy	ARH 362	100%	3	S	36	0	---	---
EUS F347	Films Of Ingmar Bergman	CL F323, GSD F331C	100%	3	Su	0	0	---	---
EUS F347	Rome At The Movies-Ita	ITC F349	100%	3	Su	20	0	---	---
EUS 348	Bus Enviro Of The Europe Union	IB 372	100%	3	F	30	0	X	X
EUS 348	Germany And Immigration	GOV 365N, GSD 360	100%	3	F	16	1	X	---
EUS 348	Hegel: Formatn Mod Eur Iden	CTI 335, GOV 335M	100%	3	F	19	0	---	---
EUS 348	International Trade	IB 350	25%	3	F	118	0	X	X
EUS 348	Sports/Politics In Germany	GSD 360	100%	3	F	24	0	X	---
EUS 348	Eur Union/Regional Integrtn	GOV 365N	100%	3	S	37	0	X	---
EUS 348	Europe Environmntl Politics	GOV 365N	100%	3	S	5	0	X	---
EUS 348	Govs/Polit Of Eastern Europe	GOV 324J, REE 335	100%	3	S	45	0	X	---
EUS 348	International Trade	IB 350	25%	3	S	109	0	X	---
		AMS 321, GOV 365N,							
EUS 348	Politics Of Memory: Ger/Us	GSD 360	50%	3	S	22	0	X	---
EUS 350	Govs & Polit Of Western Europe	GOV 324L	100%	3	F/S	127	0	X	X
EUS W356	Germany & Europe Snc 1945-Ger	---	100%	3	Su	8	0	X	---
EUS 375	Capstone Rsch In European Stds	---	100%	3	F/S	4	0	X	X
EUS 381	European Union/The World	PA 388K, REE 387	100%	3	S	0	12	---	---

College of Liberal Arts**American Studies (AMS)**

AMS 315	Germany And Globalization	EUS 308, GSD 310	100%	3	S	EUS	0	X	---
		CL S305, EUS S307, GSD							
AMS S315C	Movies Go To War	S311C	100%	3	Su	EUS	0	X	---
AMS 321	European Immigration in Texas 19th Century	EUS 346	50%	3	F	EUS	0	X	X
		EUS 348, GOV 365N,							
AMS 321	Politics Of Memory: Ger/Us	GSD 360	50%	3	S	EUS	0	X	---
		GSD 360, HIS 362G, URB							
AMS 370	Vienna: Memory/The City-Aut	354	100%	3	S	EUS	0	X	---

Anthropology (ANT)

ANT 310L	Muslims In Europe	EUS 306, ISL 311	100%	3	F	EUS	0	---	---
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Ancient History and Classical Civilization (AHC/CC)

AHC 310	Premodern World	HIS 301F	75%	3	F	5	0	X	X
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		CTI 310, EUS 306, HIS							
AHC 310	Western Civ In Medieval Times	309K	100%	3	S	EUS	0	X	X
AHC 319	Ancient Mediterranean World	CC 319D, HIS 319D	100%	3	F/S	30	0	X	X
AHC 325	Alexander/Hellenistic World	HIS 351	100%	3	S	34	0	X	---
AHC 325	Archaic/Classical Greece	CTI 375, HIS 354E	100%	3	F	14	0	X	X
AHC 325	Hist Of Rome: The Republic	CTI 375, HIS 321M	100%	3	F	9	0	X	X
AHC 325	History Of Rome: The Empire	HIS 321	100%	3	S	19	0	X	
		CTI 375, EUS 346, HIS							
AHC 330	Machiavelli	350L, LAH 350, RS 357	100%	3	F	EUS	0	X	X
ARH 337K	20th-Cen European Art To 1940	---	100%	3	S	31	0	X	X
ARH 364	Michelangelo And His World	---	100%	3	F	22	0	X	---
ARH 383	Problems In Medieval Art	---	100%	3	S	0	9	X	---
ARH 385	Rembrandt And Vermeer	---	100%	3	F/S	0	13	---	---
C C 301	Introduction To Ancient Greece	CTI 310	100%	3	F/S/Su	333	0	X	X
C C 302	Intro To Ancient Rome-Wb	---	100%	3	F/S/Su	534	4	X	X
C C 302	Introduction To Ancient Rome	---	100%	3	F/S/Su	342	0	X	X
C C F302	Introduction To Ancient Rome	---	100%	3	F/S/Su	12	0	X	X
C C 303	Intro To Classical Mythol-Hon	---	100%	3	F/S/Su	11	0	X	X
C C 303	Intro To Classical Mytholgy-Wb	---	100%	3	F/S	361	4	X	X
C C 303	Intro To Classical Mythology	---	100%	3	F/S/Su	941	0	X	X
C C 304C	Ancient Philosophy	CTI 310, PHL 301K	75%	3	F/S	18	0	X	X
C C 306M	Intro To Medcl & Scientif Term	---	75%	3	S/Su	484	0	---	---
C C 307C	Intro To Greek Archaeology	---	100%	3	S	47	0	---	---
C C 307D	Intro To Roman Archaeology	---	100%	3	F	76	0	X	X
C C 317	Clascl Archaeol: Meths/Approch	---	100%	3	F	9	0	---	---
C C 319D	Ancient Mediterranean World	AHC 319, HIS 319D	100%	3	F/S	38	0	X	X
C C 348	Ancient Greek Medicine	---	100%	3	S	42	0	---	---
C C 348	Ancient Greek Religion	RS 348	100%	3	S	7	0	---	---
C C 348	Archaic Greece: Soc/Culture	---	100%	3	S	15	0	---	---
CC 348	Nero	---	100%	3	S	0	0	---	---
CC 383	Epigraphy/Econ Of Gk Cities	GK390	100%	3	F	0	1	---	---
C C 380	Roman Architecture	---	100%	3	F	0	11	---	---
C C 383	Epigraphy/Econ Of Gk Cities	GK 390	100%	3	F	0	1	---	---
C C 383	Roman Law	LAT 390	100%	3	S	0	1	---	---

Comparative Literature (CL)

CL 323	Films Of Ingmar Bergman	EUS 347, GSD 331C	100%	3	F	EUS	0	---	---
CL 305	Grimms' Fairy Tales	EUS 307, GSD 310	100%	3	F	EUS	0	X	X

		EUS 346, GSD 360, JS							
CL 323	Anti-Semitism In Hist & Lit	364	75%	3	F	EUS	0	X	---
CL 323	Hans Christian Andersen	EUS 347, GSD 341E	100%	3	F	EUS	0	---	X
CL 323	Vikings And Their Literature	EUS 347	100%	3	F	EUS	0	X	---
		EUS 347, GSD 360, HIS							
CL 323	Berlin	362G, URB 353	100%	3	S	EUS	0	---	---
CL 323	Central Euro Lit 20th Cent	EUS 347, REE 325	100%	3	S	EUS	0	---	---
CL 323	Contemp Scandinav Stories	EUS 347, GSD 341J	100%	3	S	EUS	0	---	---
		CTI 345, EUS 347, FC							
CL 323	Fictions Of The Self/Other	349, WGS 345	100%	3	S	EUS	0	---	---
CL 323	Scandinavia Cinema Since 1980	EUS 347, GSD 330	100%	3	S	EUS	0	---	---
		LAH 350, J S 365, WGS							
C L 323	Holocaust Aftereffects	340	75%	3	F	3	0	X	---
		ISL 372, LAS 328, SPC							
C L 323	Islamic Spain To Latin Amer	320C	50%	3	S	3	0	---	---
CL 381	Medieval Rhetoric And Poetics	E 387R, MDV 392M	100%	3	F	0	2	---	---
C L 381	Cold War Culs: Beyond Empire	REE 386	50%	3	S	0	4	---	---
C L 381	Medieval Rhetoric And Poetics	E 387R, MDV 392M	100%	3	F	0	2	---	---
C L 381	Tragedy: Classcl To Contemp	E 397M	75%	3	S	0	2	---	---
C L 382	Transnational Quijote	ILA 387	100%	3	F	0	2	---	---
CL F323	Films Of Ingmar Bergman	EUS F347, GSD F331C	100%	3	Su	0	0	---	---
		AMS S315C, EUS S307,							
CL S305	Movies Go To War	GSD S311C	100%	3	Su	EUS	0	X	---

Core Text and Ideas (CTI)

CTI 302	Classics Of Socl/Polit Thou	GOV 314	75%	3	F/S	68	0	X	X
CTI 310	Ancient Philosophy	CC 304C, PHL 301K	75%	3	F/S	5	0	X	X
CTI 310	Introduction To Ancient Greece	C C 301	100%	3	F/S/Su	57	0	X	---
CTI 310	Western Civ In Modern Times	---	75%	3	F/Su	7	0	X	---
		AHC 310, EUS 306, HIS							
CTI 310	Western Civ In Medieval Times	309K	100%	3	S	EUS	0	X	X
CTI 320	Classical Quest For Justice	GOV 351C	75%			9	0	---	---
CTI 335	Hegel: Formatn Mod Eur Iden	EUS 348, GOV 335M	100%	3	F	EUS	0	---	---
		E 366D, EUS 347, ITC							
CTI 345	Dante	349	100%	3	F	EUS	0	X	X
CTI 345	Moral Agency Greek Tragedy	---	100%	3	F	0	0	---	---
		CL 323, EUS 347, FC							
CTI 345	Fictions Of The Self/Other	349, WGS 345	100%	3	S	EUS	0	---	---
CTI 350	Masterworks Of World Drama	---	75%	3	S	17	0	X	X

CTI 375	Archaic/Classical Greece	AHC 325, HIS 354E	100%	3	F	2	0	X	---
CTI 375	Early Italian Renaissance Art	ARH 331K, EUS 347	100%	3	F	EUS	0	X	---
CTI 375	Enlightenment & Revolution	EUS 346, HIS 350L	100%	3	F	EUS	0	X	X
CTI 375	Italy Masters: Lit/Film/Art	EUS 347, ITC 349	100%	3	F	EUS	0	---	---
		AHC 330, EUS 346, HIS							
CTI 375	Machiavelli	350L, LAH 350, RS 357	100%	3	F	EUS	0	---	X
CTI 375	Art & The City In Renais Italy	ARH 331P, EUS 347	100%	3	S	EUS	0	---	---
CTI 375	French Revolution And Napoleon	EUS 346, HIS 353	100%	3	S	EUS	0	X	---
CTI 375	Hist Of Rome: The Republic	AHC 325, HIS 321M	100%		F	2	0	X	X

English (E)

E 314L	Banned Books And Novel Ideas	---	50%	3	F	69	0	---	X
E 316L	British Literature	---	100%	3	F/S	2253	0	X	X
E 321	Shakespeare	---	100%	3	F/S	120	9	X	X
E 321P	Shakespeare Thru Performance	---	100%	3	S	16	0	X	X
E 327	British Novel In 18th Century	---	100%	3	F/S	52	0	X	---
E 329R	The Romantic Period	---	100%	3	F/S	115	1	---	X
E 336E	British Lit: Begin-Renaissance	---	100%	3	S	53	0	---	X
E 337E	Brit Lit: Restoration-Romantic	---	100%	3	F/S	58	0	---	X
E 349S	Charles Dickens	LAH 350	100%	3	F	14	0	---	---
E 349S	Jane Austen	---	100%	3	S/Su	53	0	---	X
E 349S	Lewis Carroll	---	100%	3	S	13	0	---	---
E 349S	Tolkien And Morris	LAH 350	100%	3	S	15	0	---	---
E 349S	TS Eliot	---	100%	3	S	19	0	---	---
E 349S	Virginia Woolf	---	100%	3	F/Su	45	0	X	---
E 350R	Vampires And Dandies	LAH 350	100%	3	F	12	0	---	---
E 360S	Mong/Nom/Musl In Euro Mid Ages	EUS 347	100%	3	S	EUS	0	---	---
E 363	Milton	---	100%	3	S	30	0	---	---
E 364P	Old English	---	100%	3	F	6	0	---	X
		CTI 456, EUS 347, ITC							
E 366D	Dante	349	100%	3	F	EUS	0	X	X
E 376	Chaucer	---	100%	3	F	23	0	X	X
E 379R	Poet/Punk: Brt Cul Snc 1945	---	100%	3	F/S	25	0	---	---
E 387R	Medieval Rhetoric And Poetics	CL 381, MDV 392M	100%	3	F	0	7	---	---
		GOV 390L, HIS 384K,							
E 392M	British Hist, Lit, & Politics	MES 385	100%	3	S	2	4	X	---
E 392M	Chaucer/Gower/Langland	---	100%	3	S	0	8	---	---
E 395N	Old English	---	100%	3	S	0	3	---	---
E 397M	Tragedy: Classcl To Contemp	C L 381	75%	3	S	0	7	---	---

E F321	Shakespeare: Selected Plays	---	100%	3	Su	21	1	---	---
E F678SA	Shakespeare At Winedale	---	100%	3	Su	15	0	---	---
E S321	Shakespeare: Sel Plays-Gbr	---	100%	3	Su	32	0	---	---
E S350E	Once & Future Middle Ages-Gbr	---	100%	3	Su	24	0	---	---
E S375L	Victorian Literature-Gbr	---	100%	3	Su	20	0	---	---
E S678SB	Shakespeare At Winedale-Tx/Va	---	100%	3	Su	15	0	---	---

French Civilization (FC)

FC F340 M	Continu/Chng In Mod France-Fra	EUS F340M	100%	3	Su	EUS	0	---	X
FC 349	Fictions Of The Self/Other	CL 323, CTI 345, EUS 347, WGS 345	100%	3	S	EUS	1	---	X

Geography (GRG)

GRG 326	Regions/Cultures Of Europe	EUS 346, REE 345	100%	3	F	EUS	EUS	X	X
GRG 356T	Northern Lands And Cultures	EUS 346, REE 345	100%	3	S	EUS	0	X	---
GRG 356T	Vienna: Memory/The City-Aut	AMS 370, EUS 346, GSD 360, HIS 362G, URB 354	100%	3	S	EUS	0	X	---

Government (GOV)

GOV 314	Classics Of Socl/Polit Thou	CTI 302	75%	3	F/S	20	0	X	X
GOV 324J	Govs/Polit Of Eastern Europe	EUS 348, REE 335	100%	3	S	EUS	0	X	---
GOV 324L	Govs & Polit Of Western Europe	EUS 350	100%	3	F/S	EUS	0	X	X
GOV 335M	Hegel: Formatn Mod Eur Iden	CTI 335, EUS 348	100%	3	F	EUS	0	---	---
GOV 351C	Classical Quest For Justice	CTI 320	75%	3	F	64	0	---	---
GOV 355M	World War I In Real Time	---	75%	3	F	25	0	---	---
GOV 360N	International Organizations	---	50%	3	F	60	0	---	---
GOV 360N	International Security	---	50%	3	F	44	0	---	---
GOV 360N	Internatl Busn & Politics	---	50%	3	F	20	0	---	---
GOV 360N	Internatl Political Economy	---	50%	3	F	103	0	X	X
GOV 365N	Intl Dev And Global Justice	---	50%	3	F	16	0	---	---
GOV 365N	Germany And Immigration	EUS 348, GSD 360	100%	3	F	EUS	0	X	---
GOV 365N	Eur Union/Regional Integrtn	EUS 348	100%	3	S	EUS	0	X	X
GOV 365N	Europe Environmntl Politics	EUS 348	100%	3	S	29	0	X	---
GOV 365N	Politics Of Memory: Ger/Us	AMS 321, EUS 348, GSD 360	50%	3	S	EUS	0	X	---
GOV 382M	Rousseau	---	100%	3	S	1	5	---	---
GOV 382M	Thucydides' Political Realism	---	100%	3	F	1	7	---	---
GOV 388L	Research In Intl Politics	---	50%	3	S	0	4	---	---

GOV 390L	British Hist, Lit, & Politics	E392M, HIS 384K, MES 385	100%	3	S	1	1	X	---
<u>Germanic Studies (GSD)</u>									
GSD 301	Intro Study Of Northern Europe	EUS 307	100%	3	S	EUS	0	X	X
GSD 310	Grimms' Fairy Tales	CL 305, EUS 307	100%	3	F	EUS	0	X	X
GSD 310	Germany And Globalization	AMS 315, EUS 308	100%	3	S	EUS	0	X	---
GSD 330	Scandinavia Cinema Since 1980	CL 323, EUS 347	100%	3	S	EUS	0	---	---
GSD 331C	Films Of Ingmar Bergman	CL 323, EUS 347	100%	3	F	EUS	0	---	---
GSD 341E	Hans Christian Andersen	CL 323, EUS 347	100%	3	F	EUS	0	---	X
GSD 341J	Contemp Scandinavn Stories	CL 323, EUS 347	100%	3	S	EUS	0	---	---
GSD 360	Anti-Semitism In Hist & Lit	CL 323, EUS 346, JS 364	75%	3	F	EUS	0	X	---
GSD 360	Europe Avant-Garde In Print	EUS 347, REE 325	100%	3	F	EUS	0		---
GSD 360	Germany And Immigration	EUS 348, GOV 365N	100%	3	F	EUS	0	X	---
GSD 360	Sports/Politics In Germany	EUS 348	100%	3	F	EUS	0	X	---
		CL 323, EUS 347, HIS							
GSD 360	Berlin	362G, URB 353	100%	3	S	EUS	0	---	---
GSD 360	Nordic Welfare States	EUS 346	100%	3	S	EUS	0	---	---
		AMS 321, EUS 348, GOV							
GSD 360	Politics Of Memory: Ger/Us	365N	50%	3	S	EUS	0	X	---
		AMS 370, EUS 346, GRG							
		356T, HIS 362G, URB							---
GSD 360	Vienna: Memory/The City-Aut	354	100%	3	S	EUS	0	X	
GSD 361E	Tolerance In Dutch Culture	EUS 347, WGS 340	100%	3	S	EUS	0	---	---
								---	---
GSD F331C	Films Of Ingmar Bergman	CL F323, EUS F347	100%	3	Su	0	0		
		AMS S315C, CL S305,							
GSD S311C	Movies Go To War	EUS S307	100%	3	Su	EUS	0	X	---
GSD W321W	German Cultural History-Ger	---	100%		Su	4	0	---	---
<u>History (HIS)</u>									
HIS 301F	Premodern World	AHC 310	75%	3	F	38	0	X	X
HIS 306N	Jewish Civ: 1492 To Present	EUS 306, JS 304N	100%	3	S	EUS	0	X	X
		AHC 310, CTI 310, EUS							
HIS 309K	Western Civ In Medieval Times	306	100%	3	S	EUS	0	X	X
HIS 309K	West Civ In Medvl Times-Pl II	---	100%	3	S	12	0	X	X
HIS 309L	Western Civ In Mod Times	---	75%	3	F/Su	82	0	X	X

HIS 319D	Ancient Mediterranean World	AHC 319, CC 319D	100%	3	F/S	47	0	X	X
HIS 321	History Of Rome: The Empire	AHC 325	100%	3	S	48	0	X	X
HIS 321M	Hist Of Rome: The Republic	AHC 325, CTI 375	100%	3	F	33	0	X	X
		EUS 346, JS 364, REE							
HIS 323L	Europe Since 1919	335	100%	3	S	0	0	---	---
HIS 337N	Germany In The 20th Cen-Honors	LAH 350, REE 335	100%	3	F	5	0	X	---
HIS 334J	Hist Of Britain Restoratn-1783	EUS 346	100%	3	F	EUS	0	---	X
HIS 350L	Enlightenment & Revolution	CTI 375, EUS 346	100%	3	F	EUS	0	X	X
		AHC 330, CTI 375, EUS							
HIS 350L	Machiavelli	346, LAH 350, RS 357	100%	3	F	EUS	0	---	X
HIS 350L	World War II Eastern Europe	EUS 346, REE 335	100%	3	F	0	0	---	---
HIS 350L	Decolonizatn Of Brit Empire	LAH 350	100%	3	S	4	0	X	---
HIS 350L	Germany Since Hitler	J S 364	100%	3	S	16	0	X	---
HIS 350L	Poland & The Second World War	---	100%	3	S	19	0	X	---
HIS 351D	Alexander/Hellenistic World	AHC 325	100%	3	S	6	0	X	---
HIS 353	French Revolution And Napoleon	CTI 375, EUS 346		3	S	EUS	0	X	---
HIS 354E	Archaic/Classical Greece	AHC 325, CTI 375	100%	3	F	18	0	X	---
HIS 358M	Hist Britain 1783 Thru Wwi	EUS 346	100%	3	S	EUS	0	---	---
		EUS 346, JS 364, REE							
HIS 362G	Intro To The Holocaust	335	100%	3	F	EUS	0	---	X
		CL 323, EUS 347, GSD							
HIS 362G	Berlin	360, URB 353	100%	3	S	EUS	0	---	---
HIS 362G	England In The 20th Century	EUS 346	100%	3	S	EUS	0	---	---
		AMS 370, EUS 346, GRG						X	---
HIS 362G	Vienna: Memory/The City-Aut	356T, GSD 360, URB 354	100%	3	S	EUS	0		
HIS 362G	Power/Belief: Early Mod Eur	LAH 350	100%	3	S	3	0	---	---
HIS 362G	Three French Wars: 20th Cen	---	100%	3	S	19	0	X	---
HIS 365G	Us/Britain/Global Order-Gbr	---	50%	3	S	18	0	X	---
HIS 366N	British Hist/Lit/Politics	LAH 350, TC 325	100%	3	F	4	0	X	X
HIS 375K	Tudor England, 1485-1603	EUS 346	100%	3	F	EUS	0	---	X
HIS 375L	Stuart England, 1603-1689	EUS 346	100%	3	S	31	0	---	---
HIS 376G	Hitler/Nazism/World War II-Hon	---	100%	3	S	19	0	X	---
		EUS S346, ISL S372, RS							
HIS S362G	Islam In Southeastern Europe	S357, REE S335	100%	3	Su	EUS	0	---	---
HIS 382T	Intro Conf Crs European Hist	---	100%	3	F/S	0	2	X	---
HIS 383	European Gender Hist & Theory	WGS 393	100%	3	F	0	8	---	---
		E 392M, GOV 390L,							
HIS 384K	British Hist, Lit, & Politics	MES 385	100%	3	S	1	3	X	---

Islam (ISL)

ISL 311	Muslims In Europe	ANT 310L, EUS 306 EUS S346, HIS S362G,	100%	3	F	EUS	0	---	---
ISL S372	Islam In Southeastern Europe	RS S357, REE S335 C L 323, LAS 328, SPC	100%	3	Su	EUS	0	---	---
ISL 372	Islamic Spain To Latin Amer	320C	50%	3	S	1	0	---	---

Italian Culture (ITC)

ITC 349	Dante	E 366D, CTI 456, EUS 347	100%	3	F	EUS	0	X	X
ITC 349	Italy Masters: Lit/Film/Art	CTI 375, EUS 347	100%	3	F	EUS	0	---	---
ITC 349	Itl Tv Ads: Fashion/Food/Cars	EUS 347, WGS 340	100%	3	S	EUS	0	---	---
ITC F349	Rome At The Movies-Ita	EUS F347	100%	3	Su	EUS	0	---	---

Jewish Studies (JS)

JS 304N	Jewish Civ: 1492 To Present	EUS 306, HIS 306N CL 323, EUS 346, GSD	100%	3	S	EUS	0	X	X
JS 364	Anti-Semitism In Hist & Lit	360 EUS 346, HIS 362G, REE	75%	3	F	EUS	0	X	---
JS 364	Intro To The Holocaust	335 EUS 346, HIS 323L, REE	100%	3	F	EUS	0	---	X
JS 364	Europe Since 1919	335 C L 323, LAH 350, WGS	100%	3	S	0	0	---	---
J S 365	Holocaust Aftereffects	340	75%	3	F	2	0	---	X

Liberal Arts Honors (LAH)

LAH 350	Machiavelli	AHC 330, CTI 375, EUS 346, HIS 350L, RS 357	100%	3	F	EUS	0	---	X
LAH 350	British Hist/Lit/Politics	HIS 366N, TC 325	100%	3	F	3	0	X	X
LAH 350	Charles Dickens	E 349S	100%	3	F	2	0	---	---
LAH 350	Decolonizatn Of Brit Empire	HIS 350L	100%	3	S	9	0	X	---
LAH 350	Germany In The 20th Cen-Honors	HIS 337N, REE 335	100%	3	F	12	0	X	X
LAH 350	Hitler/Nazism/World War II-Hon	---	100%	3	S	0	0	X	---
LAH 350	Holocaust Aftereffects	C L 323, J S 365, WGS 340	75%	3	F	9	0	X	X
LAH 350	Power/Belief: Early Mod Eur	HIS 362G	100%	3	S	8	0	---	---
LAH 350	Tolkien And Morris	E 349S	100%	3	S	3	0	---	---
LAH 350	Vampires And Dandies	E 350R	100%	3	F	2	0	---	---

Linguistics(LIN)

LIN	Intro To Romance Linguistics	---	100%	3	F	0	1	---	---
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Middle Eastern Studies (MES)

MES 385	British Hist, Lit, & Politics	---	100%	3	S	0	3	X	---
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Medieval Studies (MDV)

MDV 392M	Dante II	ITL 390K	100%	3	F	0	1	X	X
MDV 392M	Medieval Rhetoric And Poetics	CL 381, E 397R	100%	3	F	0	2	---	---

Middle Eastern Languages and Cultrues (MEL)

MEL 321	Turks In Europe	EUS 347	100%	3	S	0	0	---	X
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Philosophy (PHL)

PHL 301K	Ancient Philosophy	CC 304C, CTI 310	75%	3	F/S	60	0	X	X
PHL 301L	Early Modern Philosophy	---	75%	3	S	25	0	---	X
PHL 329L	Early Mod Phl: Descartes-Kant	---	100%	3	F/S	66	0	X	---
PHL 334K	Martin Heidegger	---	100%	3	F	20	1	---	---
PHL 375M	Kant's Moral Theory	---	100%	3	S	14	0	---	---
PHL 375M	Wittgenstein	---	100%	3	S	11	0	---	---
PHL 381	Aristotle's Philosophy Of Mind	---	100%	3	S	0	4	---	---
PHL 387	Kant's Moral Theory	---	100%	3	S	0	6	---	---

Religious Studies (RS)

RS 357	Machiavelli	AHC 330, CTI 375, EUS 346, HIS 350L, LAH 350	100%	3	F	EUS	0	---	X
RS 357	Rembrt/Rubens: N Baroq Art	ARH 333L, EUS 347	100%	3	F	EUS	0	---	X
RS 357	North Renais Art 1350-1500	ARH 332K, EUS 347	100%	3	S	EUS	0	X	---
RS 357	Romanesque Art & Architecture	ARH 329R, EUS 347	100%	3	S	EUS	0	---	---
RS S357	Islam In Southeastern Europe	EUS S346, HIS S362G, ISL S372, REE S335	100%	3	Su	EUS	0	---	---
R S 386M	Roman Religion	---	---	3	F	0	0	---	---
R S 387M	Pauline Epstls/Grk Epstlgpy	---	---	3	F	0	3	---	X

Russian, East European, Eurasian Studies (REE)

REE 302	Cuisine/Culture Centrl/E Euro	EUS 307	100%	3	S	EUS	0	---	---
REE 302	War In Comics/Photo: Se Eur	EUS 307, WGS 301	100%	3	S	EUS	0	---	---
REE 325	Europe Avant-Garde In Print	EUS 347, GSD 360	100%	3	F	EUS	0	---	---

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REE 325	Homoeroticism In Slavic Lit	EUS 325	50%	3	F	0	0	---	X
REE 325	Women/Resistnc Contemp E Euro	EUS 347, WGS 340	100%	3	F	EUS	1	X	X
REE 325	Central Euro Lit 20th Cent	CL 323, EUS 347	100%	3	S	EUS	1	---	---
REE 325	Punks/Divas In Se Europe	EUS 347, WGS 345	100%	3	S	EUS	0	---	---
REE 325	Central Euro Lit 20th Cent	---	100%	3	S	6	1	---	---
REE 335	Germany In The 20th Cen-Honors	HIS 337N, LAH 350	100%	3	F	3	0	---	---
		EUS 346, HIS 362G, JS							
REE 335	Intro To The Holocaust	364	100%	3	F	EUS	0	X	X
REE 335	World War II Eastern Europe	EUS 346, HIS 350L	100%	3	F	0	0	---	---
		EUS 346, HIS 323L, JS							
REE 335	Europe Since 1919	364	100%	3	S	0	0	---	---
REE 335	Govs/Polit Of Eastern Europe	EUS 348, GOV 324J	100%	3	S	EUS	2	X	X
		EUS S346, HIS S362G,							
REE S335	Islam In Southeastern Europe	ISL S372, RS S357	100%	3	Su	EUS	0	---	---
REE 345	Regions/Cultures Of Europe	EUS 346, GRG 326	100%	3	F	EUS	EUS	X	X
REE 345	Northern Lands And Cultures	EUS 346, GRG 356T	100%	3	S	EUS	0	X	---
REE 386	Cold War Culs: Beyond Empire	C L 381	50%	3	S	0	2	---	---
REE 387	European Union/The World	EUS 381, PA 388K	100%	3	S	0	EUS	---	---

Sociology (SOC)

SOC S340C	Globalization	EUS S346	50%	3	Su	EUS	0	X	---
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Tutorial Course (Plan II)

T C 325	British Hist/Lit/Politics	LAH 350, HIS 366N	100%	3	F	3	0	X	X
T C 358	Dante And Proust	---	100%	3	F	0	0	---	---
T C 358	Remembering The Holocaust	---	75%	3	F	17	0	---	X
T C 358	Shakespeare In Performance	---	100%	3	F	16	0	---	---

Urban Studies (URB)

URB 353	Berlin	CL 323, EUS 347, GSD							
		360, HIS 362G	100%	3	S	EUS	0	---	---
		AMS 370, EUS 346, GRG							
		356T, GSD 360, HIS						X	---
URB 354	Vienna: Memory/The City-Aut	362G	100%	3	S	EUS	0		

Women and Gender Studies (WGS)

WGS 301	War In Comics/Photo: Se Eur	EUS 307, REE 302	100%	3	S	EUS	0	---	---
WGS 340	Women/Resistnc Contemp E Euro	EUS 347, REE 325	100%	3	F	EUS	0	X	X
WGS 340	Itl Tv Ads: Fashion/Food/Cars	EUS 347, ITC 349	100%	3	S	EUS	0	---	---

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WGS 340	Tolerance In Dutch Culture	EUS 347, GSD 361E C L 323, J S 365, LAH	100%	3	S	EUS	0	---	---
WGS 340	Holocaust Aftereffects	350 CL 323, CTI 345, EUS	75%	3	F	2	0	X	X
WGS 345	Fictions Of The Self/Other	347, FC 349	100%	3	S	EUS	0	---	---
WGS 345	Punks/Divas In Se Europe	EUS 347, REE 325	100%	3	S	EUS	0	---	---
WGS S345	Witches, Workers, And Wives	EUS S346	100%	3	Su	0	0	X	---

Professional Schools**McCombs School of Business (IB/MKT)**

IB 372	Bus Enviro Of The Europe Union	EUS 348	100%	3	F	EUS	0	X	X
IB 350	International Trade	EUS 348	25%	3	F/S	EUS	0	X	X

School of Law (LAW)**LBJ School of Public Affairs (PA)**

PA 388K	European Union/The World	EUS 381, REE 387	100%	3	S	0	EUS	---	---
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College of Fine Arts**Department of Art and Art History (ARH)**

ARH 329R	Romanesque Art & Architecture	EUS 347, RS 357	100%	3	S	EUS	1	---	---
ARH 330J	Gothic Cathedral: Amiens	EUS 347	100%	3	F	EUS	1	X	---
ARH 331K	Early Italian Renaissance Art	CTI 375, EUS 347	100%	3	F	EUS	1	X	---
ARH 331P	Art & The City In Renais Italy	CTI 375, EUS 347	100%	3	S	EUS	0	---	X
ARH 332K	North Renais Art 1350-1500	EUS 347, RS 357	100%	3	S	EUS	1	X	---
ARH 333L	Rembrt/Rubens: N Baroq Art	EUS 347, RS 357	100%	3	F	EUS	1	---	X
ARH 362	Wine/Socty In Ancient Italy	EUS 347	100%	3	S	EUS	1	---	---

School of Music (MUS)

MUS 302L	Introduction To Western Music	EUS 307M	100%	3	F/S	EUS	0	X	X
MUS 379K	Italian Opera And Society	---	100%	3	F	3	2	---	---
MUS 380	Adv Stds Hist Mus: Renais	---	100%	3	S	0	17	---	---
MUS 385J	Wagner Studies	---	100%	3		0	8	---	---
MUS 387L	Italian Opera And Society	---	100%	3	F	0	10	---	---

School of Undergraduate Studies (UGS)

UGS 302	Italian Drama: Page To Stage	---	100%	3	F	18	0	---	X
UGS 302	Tales Of The Trojan War	---	100%	3	F	17	0	---	X
UGS 303	Dante's Hell And Its Afterlife	---	100%	3	S	115	0	---	---

UGS 303	Jane Austen On Page And Screen	---	100%	3	F	113	0	X	X
UGS 303	Shakespeare Pursuits	---	100%	3	F	95	0	---	---
UGS 303	The Challenge Of The Greeks	---	100%	3	F	46	0	X	X

Foreign Languages are all 100% content**100% or all below****Czech (CZ)**

CZ 325	Third-Year Czech I	---		3	F	3	1	---	X
CZ 328	Fourth-Year Czech I	---		3	F	1	1	X	---
CZ 379	Conf Crs In Czech Lang Or Lit	---		3	F	0	0	X	X
CZ 412K	Second-Year Czech I	---		4	F	4	0	X	X
CZ 506	First-Year Czech I	---		5	F	3	0	X	X

Danish (DAN)

DAN 379	Conf Crs In Danish Lang Or Lit	---		3	F/S	1	0	---	X
DAN 604	Accelerated First-Year Danish	---		6	F	9	1	X	X
DAN 612	Accelerated Second-Year Danish	---		6	S	6	0	X	---

Dutch (DCH)

DCH 379	Conf Crs In Dutch Lang Or Lit	---		6	F/S	0	0	---	X
DCH 604	Accelerated First-Year Dutch	---		6	F	12	0	X	X
DCH 612	Accelerated Second-Year Dutch	---		6	S	9	0	X	---

French (FR)

FR 180P	Intro To Studies In Lit & Cul	---		1	F	0	4	X	---
FR 317C	Enhancing French Skills	---		3	F/S/Su	170	2	X	X
FR 320E	Advanced French I	---		3	F/S	174	4	X	X
FR 322E	Advanced French II	---		3	F	33	0	X	X
FR 324L	Practical Phonetics	---		3	F	29	0	X	X
FR 326K	Intro Fr Lit I: Mid Ages-18c	---		3	F/S	28	0	X	---
FR 326L	Intro Fr Lit II: Fr Rev-Pres	---		3	F/S	37	0	X	---
FR 340C	The Arts In France	---		3	F	0	0	---	---
FR 340P	Making And Identity Of France	---		3	F	20	0	X	---
FR 340T	France & Francophn World Today	---		3	S	15	0	X	---
FR 342C	French For Business	---		3	S	10	0	---	---
FR 357	Language/Identities In Lit	---		3	F	14	0	X	---
FR 358	French Cinema And Memory	---		3	S	14	0	X	---
FR 359	French Through The Media	---		3	S	22	0	X	---

FR 364L	Intro To French Linguistics	---	3	F	21	0	X	X
FR 371L	Adv Written And Oral Compos	---	3	F	11	0	---	X
FR 372	Comparative Stylistics	---	3	S	14	0	X	---
FR 385L	Conf Crs In French Lang & Lit	---	3	F/S	4	2	X	---
FR 390K	Self-/Portraiture Medvl-17c	---	3	S	0	4	---	---
FR 390M	Metropolitan Vision/Modernity	---	3	F	0	6	---	---
FR 390M	French Avant-Garde Film/Lit	---	3	F	0	9	---	---
FR 391K	Gender, Genre, Power	---	3	S	0	4	X	---
FR 392K	Intercultural Pragmatics	---	3	S	0	0	---	---
FR 392K	Tpcs In Second Lang Acquisitn	---	3	S	0	5	---	---
FR 392K	Intercultural Pragmatics	---	3	S	0	7	---	---
FR 392K	Sociophonetics	---	3	F	1	10	---	---
FR 395L	Comprehensive Exam Preparation	---	3	F/S	0	4	X	---
FR 396K	Intro To Romance Linguistics	---	3	F	0	5	X	---
FR 398T	Supervised Teaching In French	---	3	S	0	7	---	---
FR 406	Introductory French I-Wb	---	4	F/S	61	2	X	X
FR 407	Introductory French II-Wb	---	4	S	22	2	X	X
FR 601C	Beginning French	---	6	F/S	542	0	X	X
FR 611C	Intermediate French	---	6	F/S	455	0	X	X
FR F322E	Advanced French II-Fra	---	3	Su	15	0	X	---
FR F380C	Fr For Grad Stds/Other Depts	---	3	Su	0	2	X	---
FR N406	Introductory French I-Wb	---	4	Su	0	0	---	---
FR N407	Introductory French II-Wb	---	4	Su	0	0	---	---
FR N601C	Beginning French	---	6	Su	24	0	X	---
FR N611C	Intermediate French	---	6	Su	19	0	X	---
FR S385L	Conf Crs In French Lang & Lit	---	3	Su	0	0	X	---
FR W406	Introductory French I-Wb	---	4	Su	25	0	X	---
FR W407	Introductory French II-Wb	---	4	Su	9	0	X	---

German (GER)

GER 149T	Intro To Teaching German	---	1	F/S	4	0	X	X
GER 179	Conf Crs In German Lang Or Lit	---	1	F/S	0	0	---	X
GER 185	Conf Crs In German Lang Or Lit	---	1	F/S	0	0	---	---
GER 249T	Intro To Teaching German	---	2	F	1	0	X	X
GER 279	Conf Crs In German Lang Or Lit	---	2	F/S	0	0	---	X
GER 285	Conf Crs In German Lang Or Lit	---	2	FS	0	0	---	---
GER 328	Advanced German Grammar	---	3	F/S	45	0	X	X
GER 331L	Adv Conversatn & Compos: Lit	---	3	F/S	34	0	X	X
GER 340C	Hist Backgrounds Of German Civ	---	3	F	17	0	X	---

GER 343C	Contemporary German Civilizatn	---	3	S	10	0	---	---
GER 347L	Lang/Socty Ger-Spkng Countries	---	3	F	19	0	X	---
GER 348D	German Play: Student Productn	---	3	S	19	0	---	---
GER 349T	Intro To Teaching German	---	3	F/S	0	0	X	X
GER 363K	Heimat: No Place Like Home	---	3	F	17	0	X	X
GER 369	Structure Of German Language	---	3	S	15	0	X	X
GER 379	Conf Crs In German Lang Or Lit	---	3	F/S	0	0	---	X
GER 380C	Ger For Grad Stu In Other Dept	---	3	F	0	7	---	---
GER 381	Intro To Synchron Ling: Ger	---	3	S	0	5	X	---
GER 382M	The Modern Metropolis	---	3	F	0	7	---	---
GER 382M	Networks/Anthropocen/Ecol	---	3	S	0	6	---	---
GER 385	Conf Crs In German Lang Or Lit	---	3	F/S	0	10	X	---
GER 393K	Older Lang/Cul:mid High Ger	---	3	F	1	6	---	---
GER 397P	Sec Lang Wrt: Theory/Res/Pedag	---	3	S	1	3	---	---
GER 506	First-Year German I	---	5	F/S	202	1	X	X
GER 507	First-Year German II	---	5	F/S	175	0	X	X
GER 604	Accelerated First-Year German	---	6	F/S	20	0	X	X
GER 612	Accel Sec-Yr Ger: Read Mod Ger	---	6	F/S	161	0	X	X
GER F379	Conf Crs In German Lang Or Lit	---	3	Su	0	0	---	---
GER F385	Conf Crs In German Lang Or Lit	---	3	Su	0	0	---	---
GER F506	First-Year German I	---	5	Su	13	2	---	X
GER N612	Accel Sec-Yr Ger: Read Mod Ger	---	6	Su	12	0	---	---
GER S385	Conf Crs In German Lang Or Lit	---	3	Su	0	1	X	---
GER S507	First-Year German II	---	5	Su	14	0	X	X
GER S679HB	Honors Tutorial Course	---	6	Su	0	0	---	X
GER W185	Conf Crs In German Lang Or Lit	---	1	Su	0	0	X	---
GER W330C	Adv Conversatn & Comp: Cul-Ger	---	3	Su	5	0	---	---
GER W379	Conf Crs In Ger Lang/Lit-Ger	---	3	Su	0	0	---	---
GER W379	Conf Crs In German Lang Or Lit	---	3	Su	0	0	---	---

Greek (GK)

GK 311	Intermediate Greek I	---	3	F	13	0	X	X
GK 312K	Intermediate Greek II	---	3	S	8	0	X	---
GK 324	Sophocles	---	3	S	10	1	X	---
GK 365	Aristophanes	---	3	S	2	0	X	---
GK 370	Advanced Conference Course	---	3	S	1	0	X	---
GK 383	Survey Of Greek Literature	---	3	F/S	0	10	X	---
GK 383K	Curr Concepts & Rsch In Greek	---	3	S	0	0	X	---
GK 385	Aristophanes	---	3	S	0	7	---	---

GK 386K	Conference Course In Greek Lit	---	3	S	0	2	X	---
GK 386L	Conf Course In Greek Language	---	3	F	0	0	X	---
GK 390	Epigraphy/Econ Of Gk Cities	---	3	F	0	9	X	---
GK 390	Herodotean Historiography	---	3	S	0	8	---	---
GK 506	First-Year Greek I	---	5	F	16	0	X	X
GK 507	First-Year Greek II	---	5	S	11	0	X	---

Italian (ITL)

ITL 320	Composition And Conversation	---	3	F	0	0		X
ITL 321	Intro To Italian Literature	---	3	F	11	0	X	X
ITL 328	Composition And Conversation	---	3	F	12	0	X	X
ITL 328	Composition And Conversation	---	3	S	8	0	X	---
ITL 329	Adv Composition And Conversatn	---	3	S	10	0	X	---
ITL 330K	Change/Var Contemp Italian	---	3	F	22	0	---	---
ITL 365	Conf Crs In Italian Lang & Lit	---	3	F/S	1	0	X	---
ITL 381	Pirandello: Narr & Dram Discrs	---	3	F	0	4	---	---
ITL 382	Italy's Southern Question	---	3	S	0	2	---	---
ITL 382	Postwar Italian Cinema	---	3	S	0	4	---	---
ITL 385L	Conf Crs In Italian Lang & Lit	---	3	F	0	6	X	---
ITL 385L	Conf Crs In Italian Lang & Lit	---	3	S	0	0	X	---
ITL 390K	Dante II	---	3	F	0	5	---	---
ITL 395L	Comprehensive Exam Preparation	---	3	F	0	0	X	---
ITL 395L	Comprehensive Exam Preparation	---	3	S	0	9	X	---
ITL 601C	Beginning Italian	---	6	F/S	196	0	X	X
ITL 611C	Intermediate Italian	---	6	F/S	109	0	X	X
ITL F328	Composition & Conversation-Ita	---	3	Su	14	0	---	---
ITL F365	Conf Crs In Itl Lang & Lit-Ita	---	3	Su	2	0	---	---
ITL N601C	Beginning Italian	---	6	Su	6	0	---	---
ITL N611C	Intermediate Italian	---	6	Su	0	0	---	---
ITL S385L	Conf Crs In Italian Lang & Lit	---	3	Su	0	2	---	---
ITL S611C	Intermediate Italian	---	6	Su	1	0	---	---

Latin (LAT)

LAT 370	Advanced Conference Course	---	3	S	1	0	---	X
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Norwegian (NOR)

NOR 379	Conf Crs Norweg Lang Or Lit	---	3	F	0	0	---	X
NOR 604	Accelerated First-Year Nor	---	6	F	24	0	X	X

Polish (POL)

POL 312K	Second-Year Polish I	---	3	F	3	1	X	X
POL 312L	Second-Year Polish II	---	3	S	2	0	X	
POL 325	Third-Year Polish I	---	3	F	0	0	X	X
POL 379	Conf Crs In Polish Lang Or Lit	---	3	F/S	4	0	X	X
POL 506	First-Year Polish I	---	5	F	9	2	X	X
POL 507	First-Year Polish II	---	5	S	11	2	X	---

Portuguese (POR)

POR 322L	Conf Crs In Luso-Brazilian Lit	---	3	F	0	0	---	---
POR 327C	Adv Grammar/Writing In Context	---	3	S	4	0	X	---
POR 328C	Intro To Lit & Cul	---	3	F	12	0	X	X
POR 330L	Intro Lang & Lingstcs In Socty	---	3	S	13	1	X	X
POR 601D	First-Year Portuguese I	---	6	F/S	29	1	X	X
POR 610D	First-Year Portuguese II	---	6	F?S	18	1	X	X
POR 610S	Portuguese For Spanish Spkr I	---	6	F/S	28	4	X	X
POR 611D	Second-Year Portuguese	---	6	F/S	20	0	X	X
POR 611S	Portuguese For Spanish Spkr II	---	6	F/S	24	1	X	X

Serbo-Croatian (SC)

SC 312K	Second-Yr Bos/Croat/Serb I	---	3	F	0	0	---	---
SC 379	Conf Crs In Bos/Croat/Serb	---	3	F/S	0	0	X	X
SC 395	Conf Crs In Serbian/Croatian	---	3	F	0	2	---	---
SC 506	First-Year Bos/Croat/Serb I	---	5	F	0	0	X	---

Spanish (SPN)

SPN 301	Spn For Grad Stu In Other Dept	---	3	F	0	6	---	X
SPN 327C	Adv Gram & Writing In Context	---	3	F/S/Su	290	0	X	X
SPN 327W	Adv Grammar And Composition II	---	3	F/S/Su	41	0	X	X
SPN 328C	Intro To Literatures and Cultures	---	3	F/S	139	0	X	X
SPN 330L	Intro Lang And Ling In Society	---	3	F/S	127	0	X	X
SPN 346	Sounds And Intonation	---	3	F/S	0	0	X	X
SPN 350K	Screening Spanish Natl Iden	---	3	S	11	0	X	---
SPN 351	Don Quijote & Early Mod World	---	3	F	0	0	X	X
SPN 353	Sociolinguistics	---	3	S	22	0	X	X
SPN 355	Violence In Contemp Mex Cul	---	3	F	0	0	---	---
SPN 355	Love In Times Of Guns	---	3	S	5	0	---	---
SPN 357	Culs In Cntct Medievl Spain	---	3	F	0	0	---	---
SPN 357	Spain In 18th Century	---	3	F	13	0	---	---

SPN 357	Culs In Cntct Medievl Spain	---	3	F/S	8	0	---	---
SPN 364L	Ling And The Spanish Learner	---	3	F	22	0	---	---
SPN 367T	Adv Oral/Wrtm Exprssn Teachers	---	3	F	9	0	X	---
SPN 368S	Spanish Through Literature	---	3	F	0	0	---	---
SPN 368S	Spanish Language In Context	---	3	S	8	0	---	---
SPN 601D	First-Year Spanish I	---	6	F/S	1025	0	X	X
SPN 604	Acc Intro Spn Heritage Learner	---	6	F/S	114	0	X	X
SPN 610D	First-Year Spanish II	---	6	F/S	641	0	X	X
SPN 611D	Second-Year Spanish	---	6	F/S	460	1	X	X
SPN 612	Acc Inter Spn Heritage Learner	---	6	F/S	93	0	X	X
SPN F330L	Intro Lang And Ling In Society	---	3	Su	6	1	---	---
SPN F610D	First-Year Spanish II	---	6	Su	38	0	---	---
SPN F611D	Second-Year Spanish	---	6	Su	38	0	---	---
SPN N601D	First-Year Spanish I	---	6	Su	52	0	---	---
SPN S330L	Intro Lang And Ling In Society	---	3	Su	14	2	---	---
SPN S330L	Intro Lang Ling In Society-Esp	---	3	Su	14	0	---	---
SPN S610D	First-Year Spanish II	---	6	Su	18	0	---	---
SPN S611D	Second-Year Spanish	---	6	Su	37	0	---	---

Swedish (SWE)

SWE 379	Conf Crs Swedish Lang Or Lit	---	3	F/S	0	0	X	---
SWE 604	Accelerated First-Year Swedish	---	6	F	21	0	X	X
SWE 612	Accelerated Second-Yr Swedish	---	6	S	20	0	X	---

Yiddish (YID)

YID 379	Conf Course In Yid Lang Or Lit	---	3	F	0	0	X	---
YID 604	Accelerated First-Year Yiddish	---	6	F	5	0	X	X
YID 612	Accelerated Second-Yr Yiddish	---	6	S	5	1	X	---

Project Goal 1: Increase collaborative activities that focus on language and area studies devoted to Europe from diverse perspectives*BL = Baseline, T = Target*

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
PM1: Increase from 30 to 100 the number of collaborations with University NRCs, colleges, and programs by the end of the grant cycle.	1a. Develop and coordinate collaborative activities with University NRC, colleges, and programs.	1ai. Number of activities with University partners	Annually	Center's records including CES database	30	40	70	85	100
		1aii. Number of University partners across activities	Annually	Center's records including e-mail, budget, and CES database	30	35	40	45	50
		1aiii. Number of participants across activities with University partners	Annually	Center's records including sign-in sheets, registration site, and CES database	4000	4250	4500	4750	5000
PM2: Increase from 2 to 10 the number of collaborations with under-resourced K-12 school districts	2a. Develop and coordinate activities with schools and school districts	2ai. Number of activities with schools/school districts	Annually	Center's records including CES database	2	4	6	8	10
		2aii. Number of school/school district partners across activities	Annually	Center's records including CES database	2	3	4	5	6
		2aiii. Number of participants across activities with school/school district partners	Annually	Center's records including sign-in sheets, registration site, and CES database	400	450	500	550	600
PM3: Increase from 2 to 10 the number of collaborations with community colleges and MSIs by the end of the grant cycle	3a. Develop and coordinate activities with community colleges and MSIs	3ai. Number of activities with community colleges and MSIs	Annually	Center's records including CES database	2	4	6	8	10
		3aii. Number of community colleges and MSIs partners across activities	Annually	Center's records including CES database	2	3	4	5	6

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
		3aiii. Number of participants across activities with community colleges and MSIs partners	Annually	Center's records including sign-in sheets, registration site, and CES database	400	500	600	700	800
PM4: Increase from 5 to 25 the number of collaborations with community and international programs by the end of the grant cycle.	4a. Develop and coordinate activities with community and international programs	4ai. Number of activities with community and international programs	Annually	Center's records including CES database	5	10	15	20	25
		4aii. Number of community and international programs partners across activities	Annually	Center's records including CES database	5	7	9	11	13
		4aiii. Number of participants across activities with community and international programs	Annually	Center's records including sign-in sheets, registration site, and CES database	500	750	1000	1250	1500

Project Goal 2: Increase opportunities for K-16 teacher training in foreign language and area studies*BL = Baseline, T = Target*

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
PM1: Increase from 5 to 20 the number of K-16 teacher training workshops conducted by the NRC each year.	1a. Develop and conduct teacher training workshops for K-16 educators.	1ai. Number of Workshops for K-16 educators	Annually	Center's records including CES database	5	8	10	15	20
		1aii. Number of languages across workshops	Annually	Center's records including CES database	1	2	3	4	5
		1aiii. Number of participants across the workshops	Annually	Center's records including sign-in sheets, registration site, and CES database	100	150	200	250	300
PM2: Increase K-16 distance learning opportunities by increasing from 1 to 5 the number of web-based training sessions conducted and from 0 to 4 the number of materials posted online each year.	2a. Develop online web-based training sessions.	2ai. Number of web-based sessions conducted	Annually	Center's records including CES database and website analytics	1	2	3	4	5
		2aii. Number of languages across web-based sessions	Annually	Center's records including CES database	0	1	2	3	4
		2aiii. Number of participants across web-based sessions	Annually	Center's records including registration website and website analytics	20	40	60	80	100
	2b. Develop and post online materials and resources	2bi. Number of materials posted online	Annually	Center's records including CES database	0	1	2	3	4
		2bii. Number of languages across materials	Annually	Center's records including CES database	0	1	2	3	4

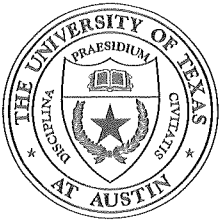
Project Goal 3: Increase opportunities for student training in foreign language, area, and international studies*BL = Baseline, T = Target*

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
PM1: Increase student participation by increasing number of FLAS applicants from 25 to 45	1a. Promote FLAS awards.	1ai. Number of attendees to FLAS information sessions.	Annually	Center's records including sign-in sheets	10	15	20	25	30
		1aii. Number of FLAS applicants	Annually	Center's records including CES database	15	20	25	30	35
PM2: Increase language course coverage from 250 to 400 by the end of the grant cycle	2a. Develop and conduct language courses.	2ai. Number of language courses	Annually	Center's records including CES database and UT Austin course schedules	200	250	300	350	400
		2aii. Number of languages across courses	Annually	Center's records including CES database and UT Austin course schedules	5	6	7	8	9
		2aiii. Number of students enrolled across language courses	Annually	UT Austin registrar's report	4000	4250	4500	4750	5000
PM3: Increase content course coverage from 50 to 90 by the end of the grant cycle.	3a. Develop and conduct content courses	3bi. Number of content courses	Annually	Center's records including materials	50	60	70	80	90
		3bii. Number of disciplines across courses	Annually	Based on Center's records including CES database	15	17	19	21	23
		3bi. Number of students enrolled across content courses	Annually	Based on Center's records including CES database	1500	1750	2000	2250	2500

Project Goal 4: Increase opportunities for diplomatic training and business networking and training among European and US stakeholders

BL = Baseline, T = Target

Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
PM1: Provide annual networking, project, and training opportunities for international government and business relations	1a. Host annual round tables for US-Europe mid-level government	1ai. Number of attendees to Round Tables	Annually	Center's records including sign-in sheets	1	1	1	1	1
		1aii. Number of different agencies represented	Annually	Center's records including sign-in sheets	5	7	9	11	13
		1aiii. Number of participants across agencies	Annually	Center's records including sign-in sheets	25	35	45	55	65
	1b. Host annual Texas-EU business summit for Texas - Europe international business	1bi. Number of attendees to summit	Annually	Center's records including sign-in sheets	1	1	1	1	1
		1bii. Number of different agencies represented	Annually	Center's records including sign-in sheets	5	7	9	11	13
		1biii. Number of participants across businesses	Annually	Center's records including sign-in sheets	25	35	45	55	65
	1c. Host annual EU/US @ SXSW to train international business for regional technology knowledge economies	1ci. Number of attendees to training	Annually	Center's records including sign-in sheets	0	1	1	1	1
		1cii. Number of different businesses represented	Annually	Center's records including sign-in sheets	5	7	9	11	13
		1ciii. Number of participants across businesses	Annually	Center's records including sign-in sheets	25	35	45	55	65



COLLEGE OF LIBERAL ARTS

Office of the Dean

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June 19, 2018

U.S. Department of Education
Application Control Center
Attention: CFDA Numbers 84.015A and 84.015B
LBJ Basement Level 1
400 Maryland Avenue SW
Washington, DC 20202-4260

To the NRC/FLAS Selection Committee:

The College of Liberal Arts (CoLA) offers its strongest support for the Center for European Studies (CES) to be a National Resource Center. In the past eight years, CES—which recently won with the University of California at Berkeley a “Getting to Know Europe Grant” from the EU—has managed to become the key resource center in the entire Southwest, with a national reputation that has allowed CoLA to attract major scholars in European Studies to our campus and increasingly recruit new ones.

Committed to interdisciplinarity, CES partners with virtually all of the professional colleges and schools on campus, perhaps most notably the LBJ School of Public Affairs, whose former Dean, Ambassador Robert Hutchings, works closely with CES’s Director Douglas Biow on initiatives tied to institutionalizing innovative European Studies-based programs and seminars dedicated to the training of diplomacy with a career and historical focus. CES is on the vanguard at The University of Texas at Austin in establishing formal linkages with Minority Serving Institutions through its vigorous outreach activities. CES is also on the forefront of new developments with the business community through its now established and highly regarded Texas-EU Business Summit, and with the K-12 community through its many exemplary teacher-training initiatives.

In addition, thanks to its collaboration with The IC² Institute, an interdisciplinary research unit of The University of Texas at Austin dedicated to advancing the theory and practice of entrepreneurial wealth creation, CES is developing for the first time with European counterparts in business a high-profile, goal-based, intensive, hands-on immersion in Austin’s start-up environment during South-by-Southwest (SXSW), one of the premier networking events in the entire country. We are extremely excited about this innovative project that CES has embarked on with IC² and the Office of the Dean of Liberal Arts has therefore pledged an additional \$120,000 to CES’s overall budget over the next four years in order to help defray expenses and ensure that this project proves to be a resounding success.

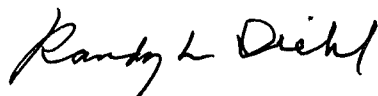
In the meantime, CES’s Director, Douglas Biow, who is also the Director of the France-UT Institute at UT-Austin, has committed both time and effort to assist in the development of President Gregory L. Fenves’s newly launched \$2,000,000 campaign (with the French Ministry

of Foreign Affairs) to establish the Dr. Cécile Dewitt-Morette France-UT Endowed Excellence Fund, which will solidify the commitment between France and UT Austin to support scholarship that will lead to generations of joint discoveries and deepen the historical ties between the people of France and Texas.

Finally, I am convinced that the major language projects initiated by CES in partnership with the Center for Open Educational Resources and Language Learning (COERLL), the Texas Language Center (TLC), and the Center for Russian, East European, and Eurasian Studies (CREEES) will be overwhelmingly positive for language instruction in general and have, as they already have begun to have, impact nationwide. These projects, which have already received support from the Office of the Provost, will integrate technology into a comprehensive language pedagogy, drawing on the considerable expertise of key faculty whose primary focus has been, and will continue to be, centered on devising innovative strategies for enhancing second language education. Graduate students will become trained specifically in UT-designed methods of hybrid second-language teaching—methods that will become increasingly in demand as universities across the country adopt new strategies for teaching languages in a more productive and efficient manner with the assistance of technology and through the use of “smart” classrooms. Thus, we aim for no less than to become a national model of excellence in technology enhanced second-language education, particularly in European Studies.

I hope you will see fit to recommend the Center for European Studies for NRC/FLAS funding.

Sincerely,

A handwritten signature in black ink, reading "Randy L. Diehl". The signature is fluid and cursive, with the first name "Randy" and last name "Diehl" clearly legible.

Randy L. Diehl, Dean
David Bruton, Jr. Regents Chair in Liberal Arts



June 11, 2018

Cheryl E. Gibbs
Director, Advanced Training and Research Division
Acting Senior Director, IFLE
U.S. Department of Education

Dear Ms. Gibbs:

On behalf of Austin Community College District (ACC), I am writing to express my support for the Center for European Studies (CES) at the University of Texas at Austin for its application to serve as Title VI NRC and FLAS Fellowship programs in 2018-2022. Our college, made up of eleven campuses serving over 40,000 annual enrollees throughout Central Texas, is committed to increasing opportunities for global learning. CES is an important partner in helping us reach our goals.

In the last several years, our partnership with the Center for European Studies has afforded the opportunity for our faculty and students to meaningfully engage with European and global studies topics. CES has supported student activities by providing speakers to talk about Europe in classes and symposia. Most significantly, ACC and Hemispheres, UT's international outreach consortium, of which CES is a core member, formed the Global Human Rights Faculty Learning Community. This program affords ACC faculty opportunities to learn about global human rights issues from UT faculty and to collaborate with their colleagues to develop and enhance curriculum with international topics. The program has successfully engaged faculty from disciplines as far ranging as political science, chemistry, and nursing, and incorporated global dimensions into the teaching of a broad array of courses, reaching an academically diverse student population.

We also look forward to deepening our partnership with CES as we establish a new Global Interdisciplinary Program. The new activities outlined in the Center for European Studies' grant proposal will have a significant impact on the development of this program. These include supporting a global studies faculty academic coordinator and providing ACC faculty with professional development funding to enhance their curriculum development and research objectives.

Finally, one of the goals of our Global Interdisciplinary Studies program is to allow our students to successfully transfer to four-year colleges, including the international area studies programs at The University of Texas. This ongoing and mutually beneficial partnership with CES will strengthen our efforts to globalize curriculum across our campuses and will ultimately provide our students with the global education and skills essential to success in their academic careers and professions.

Sincerely,

A handwritten signature in black ink that reads "Charles M. Cook" with a stylized flourish at the end.

Charles M. Cook, Ed.D.
Provost and Executive Vice President for Academic Affairs

cc: William Hayden, Director of International Programs, Austin Community College District
Dr. Shirin Khosropour, Chair of Global Interdisciplinary Studies, Austin Community College District



June 1, 2018

Douglas Biow, Director
Center for European Studies
University of Texas at Austin

Dear Dr. Biow,

As President of Huston-Tillotson University (HT), I am writing to express my enthusiastic support for the Center for European Studies' (CES) grant proposal to the U.S. Department of Education for the Title VI NRC and FLAS Fellowship programs. In partnership with your Center and UT's other NRCs, we have been able to expand international content for courses and programs on campus. This collaboration culminated in the recent creation of a new Global Studies major for HT students.

In recent years, we have significantly benefited from CES' help in coordinating and sponsoring instructors to teach European content courses at HT. Further, CES' support of our library has increased our international acquisitions and increased student access to textbooks and related course materials. Finally, by hosting other events at our campus, including film festivals, photography exhibits, and symposia, your Center has helped to increase an understanding of Europe and international affairs more generally.

Continuing the partnerships with CES and UT's other NRCs will be highly advantageous to the educational interests of our unique institution and the global competencies of our students. In addition to continuing the successful joint projects so far, we endorse the Center for European Studies' plans to: 1) increase HT faculty professional development through participation in conferences on Europe; 2) implement new course offerings and curriculum for the Global Studies major; and 3) to involve the European scholars and other regional experts to present at HT. These activities are highly welcome as they will enhance HT student learning and professionalization, as we work together to develop and identify appropriate international internships, study abroad and other global training opportunities related to Europe.

In short, HT is committed to a sustained collaboration with the Center for European Studies at UT, not just for this program, but in future endeavors to expand international programming and professional development for students and faculty at HT.

Sincerely,

Colette Pierce Burnette, Ed.D.
President and CEO

cc: Dr. Archibald Vanderpuye, Vice President, Academic Affairs
Dr. Michael Hirsch, Dean, College of Arts and Sciences
Dr. Elaine Hutson, Associate Professor, History

OFFICE OF THE PRESIDENT



The University of Texas at Austin International Office

Dr. Douglas G. Biow
University of Texas at Austin
Center for European Studies, EU Center of Excellence
Austin, Texas 78705

April 9, 2018

It is with great pleasure that I write to support the Center for European Studies in its application for Title VI renewal. The University of Texas at Austin has over 140 reciprocal exchange relationships and 128 affiliation agreements. Many of these partnerships include an opportunity for language acquisition in conjunction with study in a student's major field. Additionally, UT Austin has 86 Faculty Led programs, with approximately 59% of these programs taking place in Europe in Academic Year 2016-2017.

As reported to IIE Open Doors for the 2016/17 academic year, UT Austin facilitated the mobility of 3129 student travelers for academic purposes. Academic mobility to Europe represented 1724 students (55%) of the overall mobility. Spain, the UK, France, Italy Germany and the Czech Republic were the leading destinations in order of rates of participation. This level of mobility would not be possible without a vast network of contractual partners and strong relationships with foreign universities, partner organizations and University academic units.

Participation in Europe by academic major continues to be dominated by students from Business (28%) and Liberal Arts (26%). Engineering (13%) student participation has grown from 8%. The continued success of the International Relations and Global Studies major, which requires an international experience, has had a direct impact on mobility to Europe. The majority of students in this degree have to date chosen locations in Europe for their study.

In 2017/18, we continue our active collaboration with the University community regarding programming and scholarship funding to support access and diversity in study abroad. One component of our campus initiative is the Hutchison International Scholars program, now in its seventh year. This program provides academically outstanding, first-generation entering college freshman the opportunity to study abroad by reducing the financial barrier that may prevent some them from considering study abroad during their undergraduate career. Hutchison International Scholars receive a one-time scholarship in the amount of \$4000 to help cover the cost of a UT-approved study abroad program. This program and others like it have created access to international education from a diverse student population, including low socio-economic and ethnically diverse students coming from underrepresented academic disciplines.

The International Office at UT Austin is responsible for all contractual relationships but relies on strong campus partnerships, such as ours with the Center for European Studies, to identify foreign partners, encourage students to participate in sponsored programs, and provide financial support to students and faculty traveling abroad on official University business. The University of Texas at Austin has 23 full time professional study abroad program coordinators dedicated to helping students select an appropriate academic



The University of Texas at Austin International Office

program abroad. These program coordinators work closely with deans, department chairs, individual faculty and academic advisors to ensure that students' progress towards degree is compatible with their international objectives.

It is with great pleasure that we are able to collaborate effectively with the Center for European Studies to provide its students with unique and meaningful international academic experiences. If there are any questions about our contractual agreements or UT Austin's commitment to international education, please do not hesitate to contact me directly.

Sincerely,

Heather Thompson

Director of Study Abroad

International Office, The University of Texas at Austin

Phone: (512) 471-1127 or (512) 471-6490

E-mail: heatherm@austin.utexas.edu

<http://world.utexas.edu/international>



June 12, 2018

Dear Dr. Biow,

The Center for Open Educational Resources and Language Learning (COERLL) is pleased to collaborate yet again with the Center for European Studies (CES) on European language projects: *Mi Vida: Open Courseware for Beginning and Intermediate Spanish*; *Reality Czech: An Open Course in Czech Language and Culture*; and *Língua da Gente: From Podcasts to Language Lessons*. We look forward to working with CES once more, as we have in the past: this time in providing teachers of Spanish, Portuguese, and Czech with openly licensed materials that they can adapt for their learners to suit their local needs. This is especially important for the two European LCTLs, Portuguese and Czech, where there is a lack of commercial resources, but also important for Spanish, where many teachers are looking for more affordable and pedagogically innovative materials that are not commercially published.

As you know from our work together, the *Língua da Gente* Portuguese podcasts are already widely used by independent learners and in classrooms. Over the next grant cycle, our collaborations entail having the creation in the target language of lessons, complete with objectives and can-do statements, that will help guide teachers and students in using these Portuguese materials. For *Reality Czech*, we have agreed over the next four years to organize our existing Czech materials (grammar exercises, vocabulary flashcards, videos) into a full online Czech curriculum and print-on-demand textbook. The *Mi Vida* project, according to the scope of our shared plan, will provide by the end of the grant cycle a full curriculum of open materials for Spanish teachers, complete with performance-based assessment. The “learning by design” framework of *Mi Vida* will set it apart from other textbooks.

COERLL, CES, and a group of other centers at UT Austin will also work together from 2018 to 2022 to host “More Than a Skill,” a series of presentations, round table events, lectures, and workshops about the ethical implications, effects, and aspirations behind language learning and teaching. I look forward to working with CES to develop materials and events that will give more people access to high-quality language learning opportunities.

Sincerely,

Dr. Carl Blyth

Director, Center for Open Educational Resources and Language Learning (COERLL)
Associate Professor of French Linguistics, University of Texas, Austin

Budget Narrative File(s)

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CENTER FOR EUROPEAN STUDIES						
UNIVERSITY OF TEXAS AT AUSTIN						
DETAILED BUDGET						
Key: AP = Absolute Priority, CPP1 = Competitive Preference Priority 1, CPP2 = Competitive Preference Priority 2						
Page Ref.	CATEGORIES	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	All Years 2018-22
	1. PERSONNEL					
18	1. Sr. Program Coordinator (Sally Dickson, MPAff): Principal duties include all outreach; collaborating with Hemispheres; interface with faculty, students, and UT staff; coordinating lectures, seminars, workshops, summits, and conferences; communicating with US NRC's; and general overall program coordination. Calculation over the grant period includes 3% annual raise. The amount requested represents 50% of salary for the Sr. Program Coordinator.	28,142	28,986	29,856	30,752	117,736
18	2. Program Coordinator (New Hire Replacement in progress): Principal duties include overseeing all finances; coordinating lectures, seminars, workshops, and conferences; and working with faculty, students, and UT staff. Includes 3% annual raise calculation. The amount requested represents 50% of salary for the Program Coordinator.	23,000	23,690	24,401	25,133	96,223
18	3. Part-Time Assistant Program Coordinator (new position as of the beginning of this grant cycle, for the first year, beginning in September and ending in May). Principal duties include assisting the Sr. Program Coordinator with Digital Speakers Bureau and CES conferences and events. The amount requested represents 50% of the salary for the Assistant Program Coordinator.	3,000	0	0	0	3,000
4	4. Instructor (to be selected) @ \$3,500 for each yearly interdisciplinary class offered in the Business School in conjunction with CES. The selected instructor will teach four completely new courses over the grant cycle. The \$3,500 covers 50% the cost of the instructor; McSB has pledged to cover the other 50% plus fringe benefits.	3,500	3,500	3,500	3,500	14,000
7	5. Library Staff Personnel for Library Digitizing Project. (To be selected, and paid for, in collaboration with UTL, CoLA, LLILAS, SAI, CMES, CES, and CREEES). Principal duties for the librarian occupying the position would be to create open access, online, cross-regional ES digitalized resources for universities nationally, particularly MSIs.	2,551	2,551	2,551	2,551	10,204
8,9,10	6. Staffing for EU/US@SXSW (Greg Pogue, Bruce Kellison, and Diane Skubal). Principal duties include overseeing all work tied directly to the activities associated with the project, such as mentoring European participants, facilitating interactions with Austin/Texas companies, networking and organizing quick-pitch sessions, arranging travel arrangements, developing new avenues for enhancing the project with different European institutions & companies. Costs: 1) \$7,483 for Bruce Kellison (Associate Director of IC2, Director of Bureau of Business Research [BBC]), \$1,680 for Greg Pogue (Director of IC2), and \$2,687 for Diane Skubal (IC2 program coordinator), for a total of \$11,850 beginning in year 2 of the grant cycle with 3% increases calculated thereafter over years 3 and 4.	0	11,850	12,206	12,572	36,628
1,2	7. LCTL Tutor Stipend. We request \$1,000 each year to be paid to language tutors who are paired with students studying less commonly taught European languages that are either not offered at UT (such as Hungarian, Romani, etc.) or not offered at a particular level at UT. Stipends will be awarded on a per semester basis, and tutors must be either native speakers or have native fluency in the language.	1,000	1,000	1,000	1,000	
1,2	8. Full-time Ukrainian Language and Area Studies Instructor. (To be selected in collaboration with, and with the financial assistance of, CREEES). The budget includes 50% of the salary of a lecturer in Ukrainian language and culture for three years starting in year two. Courses funded will include beginning Ukrainian, an accelerated "Ukrainian for Slavic language learners" course, and Ukrainian area studies courses, for a full-time teaching load. 2% increases calculated after year 1.	0	21,000	21,420	21,848	64,268
	Total for Personnel:	61,193	92,577	94,934	97,356	346,060
	2. FRINGE BENEFITS					
	1. Fringe Benefits for Sr. Program Coordinator, Program Coordinator, Instructor for Business Classes, IC2 staffing of EU/US@SXSW project, and Ukrainian Language and Area Studies Instructor @ 29.4%.	15,036	25,145	25,837	26,550	92,568
	2. Fringe Benefits for Library Staff Personnel & Assistant Program Coordinator @ 35%.	1,943	893	893	893	1,786
	Total for Fringe:	16,979	26,038	26,730	27,442	97,189
	3. TRAVEL					
	1. Program/Outreach Coordinator (travel & professional development related to teacher training). AP	3,500	3,500	3,500	3,500	14,000
	2. Director's, Associate Director's, or Assistant Director's Administrative Travel in conjunction with NRC duties.	1,000	1,000	1,000	1,000	4,000
	3. Foreign Travel for UT faculty members for area studies research (2 awards each year @ \$2,000). Travel awards are determined by a CES faculty committee.	4,000	4,000	4,000	4,000	16,000
	4. Domestic Travel for UT faculty members for area studies research (2 awards each year @ \$1,000). Travel awards are determined by a CES faculty committee.	2,000	2,000	2,000	2,000	8,000

7	5. Travel for 3 faculty members of Texas Community Colleges to conduct research on a European topic (3 awards each year @ \$1,000) Travel awards are determined by a CES faculty committee. CPP1	3,000	3,000	3,000	3,000	12,000
7	6. Travel for 3 faculty members of Texas MSIs to conduct research on a European topic (3 awards each year @ \$1,000) Travel awards are determined by a CES faculty committee. CPP1	3,000	3,000	3,000	3,000	12,000
Total for Travel:		16,500	16,500	16,500	16,500	66,000
4. SUPPLIES						
6	1. Library materials for HTU classes subsidized by CES (see below) CPP1	500	500	500	500	2,000
7	2. Library acquisitions (Support for targeted materials published in Europe with special attention on supporting faculty and graduate research).	4,000	4,000	4,000	4,000	16,000
Total for Supplies:		4,500	4,500	4,500	4,500	18,000
8. OTHER						
8.1. Outreach						
5,6,7	A. K-12 Teacher Training and Development					
	A1. Hemispheres Summer Institute for K-12 Educators. <u>Funding will cover speaker fees, venue rental, teacher housing, parking, and workshop materials.</u> AP2	3,000	3,000	3,000	3,000	12,000
	A2. Hemispheres and CES K-12 Workshops & Regional Training. <u>Funding will cover speaker fees, venue rental, and travel costs for Outreach staff.</u> AP2	3,000	3,000	3,000	3,000	12,000
	A3. Hemispheres and CES Curriculum Development. <u>Funding will be paid to K-12 teachers to create new curriculum based on a Hemispheres/CES workshop or DSB video.</u> AP2	1,300	1,300	1,300	1,300	5,200
	A4. Hemispheres "Teaching from the Archives" Workshops with the Harry Ransom Center and UT's College of Liberal Arts. <u>Funding will pay speaker fees, organizer fees, venue rental, and workshop materials.</u> AP2	2,000	2,000	2,000	2,000	8,000
	A5. Hemispheres "Critical Literacy and Language Summer Institute" with UT Austin's College of Education. <u>Funding will pay speaker fees, organizer fees, venue rental, and workshop materials.</u> AP2 and CPP2	1,500	1,500	1,500	1,500	6,000
	A6. Hemispheres Promotional Program. <u>Funding will cover printed materials conference vendor registration for National Council for the Social Studies, Texas Council for the Social Studies, and other conferences related to K-12 area studies or language.</u>	1,500	1,500	1,500	1,500	6,000
	A7. Hemispheres' NCSS 2019 Austin Pre-Conference Program. <u>Hosting NRC Outreach Coordinators at annual National Council for the Social Studies conference in Austin 2019.</u>	0	500	0	0	500
	A8. Hemispheres' CES Digital Speakers Bureau videos. <u>Funding will pay contracted editors, animators, and faculty participants.</u>	3,000	3,000	3,000	3,000	12,000
Subtotal for K-12 Teacher Training and Development:		15,300	15,800	15,300	15,300	61,700
5,6,7	B. Collaborative Teaching and Projects at MSIs and CCs					
	These funds, in collaboration with the long-term goal of Hemispheres to establish firmly a Global Studies major at HTU, will be used to subsidize two courses per year, one each semester, at \$4,000 each, for the students at Huston-Tillotson (HTU). In the fall, the course will typically be on European History, in the spring on European Politics. Additionally, we will continue to support their new Global Studies Program with support of HTU faculty through an annual development workshop and through campus conferences and guest speakers open to the entire HTU community.					
	B1. Two classes per year @ \$4,000 each. CPP1	8,000	8,000	8,000	8,000	32,000
	B2. HTU Global Studies Initiative Faculty Workshop. <u>Funding will support MSI faculty stipends and venue rental for an annual workshop of faculty from HTU's new Global Studies Initiative.</u> CPP1	1,500	1,500	1,500	1,500	6,000
	B3. Support Global Events. <u>Funding will be used for various expenses, such as venue rental and speaker fees, for various global events held in conjunction with HTU and CES.</u> CPP1	1,000	1,000	1,000	1,000	4,000
	B4. Course buyout for faculty developing Global Studies Initiative and purchase of textbooks for select classes (in partnership with Hemispheres). CPP1	1,000	1,000	1,000	1,000	4,000
	These funds will be used to continue and grow the Faculty Learning Community (FLC), a partnership between UT's Hemispheres, Austin Community College (ACC), and Texas State University (TSU), another local MSI. They will also support ACC's new Global Studies Program.					
	B5. Faculty Learning Community. <u>Funding will pay stipends to participating Austin Community College faculty and fees for guest speakers.</u> CPP1	4,500	4,500	4,500	4,500	18,000
	B6. Global Studies Program Faculty Stipend. <u>Payment would support, with contribution from all UT NRCs, a stipend for an academic coordinator in support of the new Global Studies Program.</u> CPP1	750	750	750	750	3,000
	These funds will be used to support a new collaboration between UT Austin and the University of Texas Rio Grande Valley (MSI). CPP1					
	B7. Global Thinking Series <u>Funding will cover faculty travel and honorarium to participate in annual conference.</u> CPP1	2,000	2,000	2,000	2,000	8,000
Subtotal for Collaborative Teaching & Projects:		18,750	18,750	18,750	18,750	75,000
C. Foreign Language Teacher-Training Workshops						

13	C1. Oral Proficiency Interview (OPI) Teacher-Training Workshops for University Faculty with TLC. In this project, faculty and graduate student instructors will be offered training in the ILR/ACTFL proficiency guidelines, conducting and scoring OPI, and integrating formative proficiency-based assessment throughout instruction. Participants will review and practice scoring ratable samples in English and in their target languages for evaluation, training, and quality control. AP	2,500	2,500	2,500	2,500	10,000
	Subtotal for Teacher-Training Workshops:	2,500	2,500	2,500	2,500	10,000
	8.2. Non-Language and Language Area Studies					
	A. Course Development Projects					
4	A1. Four Course Development Awards for Interdisciplinary courses (often co-taught) dedicated to professors in the LBJ School of Public Affairs, the School of Law, the History Department, CREEES, the Anthropology Department, the Government Department, and the new Dell Medical School. Preference will be given to European Studies faculty developing curricula that (1) utilize technology-based methods, such as data visualization, data mapping or wired connections to institutions in the European region, (2) assign team-based or experiential learning projects, bring research methods into the classroom, and/or require digital deliverables, (3) encourage professionalization, such as targeted writing or presentation skills, grant-writing, or leadership training and/or is cross-listed by UT professional schools or STEM departments, or (4) involve innovative interdisciplinary methods or team-teaching.	3,000	3,000	3,000	3,000	12,000
3,4	A2. Four new FLAC courses to be developed in conjunction with TLC, which is now overseeing all FLAC-related courses for CoLA. Focus is on adding new languages, especially LCTLs.	2,000	2,000	2,000	2,000	8,000
	Subtotal for Course Development Projects:	5,000	5,000	5,000	5,000	20,000
2,3	B. Language Instruction and Development for Teacher Training and Workshops with COERLL					
	NOTE: <u>The three open-access language learning websites are heavily funded in the first year for course development and decrease rapidly over the remaining three years while still preserving the ABSOLUTE PRIORITY of teacher training workshops</u>					
2,3	1. Mi Vida. AP					
2,3	a). Content Development for Website (will collect and analyze classroom and learner-based data).	9,000	0	0	0	9,000
2,3	b). Technical Support. Web-design & Maintenance: will design materials to be disseminated to K-16 instructors nationally; will maintain the site, respond to technical questions, and manage materials submitted by researchers and contributors.	2,000	1,000	1,000	500	4,500
4,5	c). Faculty Stipend for Day-Long Summer Intensive Teacher Training Workshop, two workshops each year, for Mi Vida (K-16). AP	2,000	2,000	2,000	2,000	8,000
2,3	2. Czech Reality. AP					
2,3	a). Content Development for Website (will collect and analyze classroom and learner-based data).	9,000	0	0	0	9,000
2,3	b). Technical Support. Web-design & Maintenance: will design materials to be disseminated to K-16 instructors nationally; will maintain the site, respond to technical questions, and manage materials submitted by researchers and contributors.	2,500	1,000	1,000	500	4,500
4,5	c). Faculty Stipend for Day-Long Summer Intensive Teacher Training Workshop, one workshop each year, for Czech Reality (K-16). AP	2,000	2,000	2,000	2,000	8,000
2,3	3. Língua da Gente. AP					
2,3	a). Content Development for Website (will collect and analyze classroom and learner-based data).	9,500	0	0	0	9,500
2,3	b). Technical Support. Web-design & Maintenance: will design materials to be disseminated to K-16 instructors nationally; will maintain the site, respond to technical questions, and manage materials submitted by researchers and contributors.	2,500	1,000	1,000	500	5,000
4,5	c). Faculty Stipend for Day-Long Summer Intensive Teacher Training Workshop, one workshop each year, for Língua de Gente (K-16). AP	2,000	2,000	2,000	2,000	8,000
	Subtotal for Language Instruction...COERLL:	40,500	9,000	9,000	7,500	66,000
	8.3. Lectures, Seminars, Summits, Collaborations, Workshops, and Conferences					
	A. Yearly lecture series					
4	A1. Distinguished EU Law Lectures.	1,250	1,250	1,250	1,250	5,000
13	A2. Distinguished EU Cultural Lectures.	1,250	1,250	1,250	1,250	5,000
13	A3. Distinguished EU Diplomacy Lectures	1,250	1,250	1,250	1,250	
10,11	A4. Energy Week Lectures	1,250	1,250	1,250	1,250	5,000
	Subtotal for Yearly Lecture Series:	5,000	5,000	5,000	5,000	20,000
	B. Yearly "The Austin Seminar"					
12	B1. The Austin Seminar will consist of 16 participants, 8 from Europe, 8 from US. 8 international airfares @ \$1,750 each, 8 domestic airfares @ \$500 each; 16 participants 4 nights at hotel @ \$180 per night. Food and stipends for instructors not included in this amount. AP	11,000	11,000	11,000	11,000	44,000
	Subtotal for Yearly "The Austin Seminar":	11,000	11,000	11,000	11,000	44,000

12, 13	C. Yearly Comparative European Politics Workshop				
	C1. CES will continue to develop with UT's Government Department (the principal organizers being CES affiliated faculty Amy Liu, Zeynep Somer-Topcu, and Chris Wlezien, on which see bios in Appendix 3) a new workshop series devoted to "Comparative European Politics" with a crucial aim of fostering a tight, vibrant scholarly network of connections among research institutions of higher learning in principally the Southwest—a large geographical area (unlike the compact Northeast) where there is a noticeable lack of density among just such sorts of major institutions. Topics will include party politics, multiculturalism, and public opinion. The CES will coordinate these workshops taking place every year at CES at UT-Austin with key partner scholars in the Southwest, such as Guy Whitten (Professor and the director of the European Center), Diana O'Brien, and David Fortunato at the U of Texas A&M; Randy Stevenson and Jonathan Homola at Rice U; Marijke Breuning, John Ishiyama, and James Meemik at the U of North Texas; William Mishler at the U of Arizona; Michael Hechter, David Siroky, and Lenka Bustikova at Arizona State U; Ana Bracic at U of Oklahoma; and Martin Dimitrov and Rayamond Taras at Tulane U, while incorporating into this core group scholars from other institutions of higher learning, both far and wide, from year to year as the topics of research change and the scholarly focus warrants.	6,000	6,000	6,000	6,000
	Subtotal for Yearly "Comparative European Politics" Workshop:	6,000	6,000	6,000	6,000
47	D. Texas-EU Business Summit				
	D1. The annual Texas-EU Business Summit, now successfully having completed its seventh year, will provide small businesses, policy makers, and economic development professionals with an overview of how to target and expand business opportunities in Europe. We work closely with the World Affairs Council of Austin, St. Edwards University (an MSI), the City of Austin, local consulates in Austin and Houston, the Austin Chamber of Commerce, and the Office of the Governor. Our target audience is small and medium business firms from throughout Texas, including new-to-export and existing exporters that want to grow their international operations, professionals from international trade assistance organizations, local and EU chambers of commerce, manufacturing associations, agricultural-focused organizations, renewable energy companies, and financial services providers. We project that 150 to 200 small businesses, economic development entities, and government officials from throughout Texas will attend it. AP	3,000	3,000	3,000	3,000
	Subtotal for Texas-EU Business Summit:	3,000	3,000	3,000	3,000
8,9,10	E. EU/US@SXSW				
	E1. Funding for EU/US@SXSW. \$8,000 for SXSW badges for 12 participants; \$10,000 for participant lodging. Year 1 we will be adding five more participants, hence the higher price (an additional \$9,000), to be later absorbed by other funds in years 2, 3, and 4. See also Personnel #6 above The dean of CoLA has pledged \$120,000 over the grant cycle to ensure that this project will be a success. AP	27,000	18,000	18,000	18,000
	Subtotal for EU/US@SXSW:	27,000	18,000	18,000	18,000
11,12, 13	F. Conferences (3 each year, typically one small, two large)				
	Year One Theme (2018-19): Media and Transatlantic Security Issues				
	F1. The Media of Climate Change in Europe Conference. Fall 2019. Principal Organizers: Paul Adams (Geography and Environment, UT-Austin) and Joe Straubauer (CoC, UT-Austin). Abstract: Climate change is difficult to understand from first-hand experience because the concept relates to global changes over the long term, whereas personal experience is focused on local changes over the short term. Mediated communication is necessary in order to render climate change understandable, relevant, and actionable. The need for mediation in the realm of climate change often goes unmet, however, because of various factors inherent to mediated communication such as an institutional aversion to ideological controversy, dependence on corporate endowments and advertising, political pressure, obsession with audience ratings, the journalistic trope of personalization, and the fact that journalists often lack scientific training. The need for more effective coverage of climate change issues presents an intriguing set of puzzles for scholars studying journalism and media, public opinion, public policy, geographical worldviews, human-environment relations, and understandings of risk. European scholars have valuable insights to offer on this issue and there is an unmet opportunity to build stronger ties between scholars studying climate change discourses in the US and in Europe.	7,000			
12	F2. Forum on Transatlantic Security. "Fostering Responsible Investment and Sustainable Development Among New EU Member Nations." (Spring 2019). Principal Organizer: Sharyl Cross (Director, Kozmetsky Center & Global Policy Fellow, Kennan Institute Wilson Center, St.Ed). Abstract: This collaborative CES-St.Ed conference, the first of the grant cycle, will bring together experts of the US and European academic, policy and private sector communities to assess regional and national approaches to achieving progress in implementing the UN 2030 Agenda and EU Grand Strategy on sustainable development. The conference will be organized on a comparative new and aspiring EU member case study basis featuring assessments of progress in developing national and regional consensus on meeting objectives for good governance, protection of human rights and dignity, environmental/ecological sustainability, fostering responsible investment, overcoming poverty, and more. Session contributors will be encouraged to share strategies for successful implementation of national and regional sustainable development programs as well as defining significant obstacles to meeting objective targets. Expert participants will be encouraged to share approaches and methods across country case experiences among nations of the transatlantic community in fostering sustainable development programs and projects. CPPI	3,500			

12	F3. The Politics of Social Media: Europe, US, and Russia. (Spring 2019). Principal Organizer: Mary Neuburger (Professor of History, Chair of SES, Director of CREES). Abstract <u>TBD</u> .	3,750	0
	Year Two Theme (2019-20): Economics and Transatlantic Security Issues		
	F4. The Future of the Eurozone (Part I): Economics. Fall 2019. Principal Organizer: Jamie Galbraith (LBJ, UT-Austin). Abstract: Leading analysts, rising political figures, and experienced observers of the Eurozone and its economic difficulties will gather in Austin to assess the future of the Eurozone, with particular emphasis on the long-term consequences of austerity, the ECB's monetary and public debt strategy. The conference will build on three highly successful and heavily media-covered events developed by the same organizer, and which most recently featured among others the Deputy Secretary General of the OECD and former prime minister of Belgium.	7,500	7,500
	F5. Forum on Transatlantic Security. "Sources of NATO/EU-Russia Tensions: Solutions?" (Spring 2020). Principal Organizer: Sharyl Cross (Director, Kozmetsky Center & Global Policy Fellow, Kennan Institute Wilson Center, St.Ed). Principal Organizer: Sharyl Cross (Director, Kozmetsky Center & Global Policy Fellow, Kennan Institute Wilson Center, St.Ed). Abstract: This second collaborative CES-St.Ed conference will bring together experts of the US, European and Russian academic and policy communities to define the sources of tensions in Russia's relationship with the EU/NATO employing a retrospective approach based on assessment of developments since Russia's independence. Experts will be tasked to assess the successes and challenges of the NATO-Russia Council and Russia-EU partnership as mechanisms for managing Russia's relationships with major Western security and economic institutions. Investigators will be attempting to define lessons learned that might be applied in charting a more constructive course for NATO/EU-Russia relations in the decades ahead. CPPI	3,500	3,500
	F6. Focusing on Everyday Economics in Europe and Russia. Principal Organizer: <u>TBD</u> . Abstract <u>TBD</u> .	2,807	2,807
	Year Three Theme (2020-21): Health Care and Transatlantic Security Issues		
	F7. Environmental Disasters and Health Care in EU/US. (Spring 2021). Principal Organizer: Linda Gerber (Director of CIBER, McSB). Abstract: While US exports have been shrinking over the last year, exports in health care have been an area of export growth. This is indicative of US. competitiveness in this sector. Compared to the EU, the US has distinct advantages in pharmaceuticals and medical devices in particular. According to Dr. Kristie Loescher, head of McCombs Business of Health Care Certificate program, one of the greatest challenges for US companies in this area is in understanding regulations across different countries and regions. We propose to jointly sponsor with McSB a conference on export challenges and issues in global health care regulation with a focus on the US and EU as key competitive players. Other collaborators will be the School of Pharmacy, the Law School, LBJ, and, naturally, the Dell Medical School. Part of the conference would focus on the scope of regulations that impact health care with particular emphasis on pharmaceuticals and medical devices. In addition, sessions will focus on different regions and countries in the EU through more "workshop" type sessions. Because participants may be interested in different regions, it will be useful to do mirror break-out workshop sessions so that participants can attend more than one session.	4,000	4,000
	F8. Forum on Transatlantic Security. "Contagion of Conservative Backlash in the Politics of the Transatlantic Community: Sources and Consequences." (Spring 2021). Principal Organizer: Sharyl Cross (Director, Kozmetsky Center & Global Policy Fellow, Kennan Institute Wilson Center, St.Ed). Abstract: This third collaborative CES-St.Ed conference will bring together experts of the US and European academic and policy communities employing a comparative case-study method assessing the sources of rising populism and nationalist candidates and movements among nations of the transatlantic community. Particular attention will be devoted to defining the implications of the shifting political landscape throughout nations of the transatlantic community for future regional security and economic institutional (NATO, EU, others) viability, alliance relationships and sustaining cooperation in addressing common security and economic challenges. CPPI	3,500	3,500
	F9. Export Challenges in European Health Care. (Spring 2021). Principal Organizer: Mary Neuburger (<u>TBD</u>). Abstract <u>TBD</u> .	3,758	3,758
	Year Four Theme (2021-22): Consumption and Transatlantic Security Issues		
10,11	F10. Energy Consumption and Decarbonizing in the US and EU. Fall 2021. Principal Organizer: Michael Webber (Mechanical Engineer, CSoE, UT-Austin). Abstract: Climate change is the global context in which many energy decisions will be made in the 21st century, yet the decarbonization pathways in the US and Europe are poised to be very different. This conference will look at the carbon policies, technologies, and facts on the ground today while presenting a forward-looking outlook for prospects for tomorrow. Speakers will be from academia, industry practitioners, government, business leaders, and the media. Interestingly enough, the US is decarbonizing even though it doesn't have a policy to do so, while in Europe it is, strikingly, the other way around.	3,000	3,000

12	F11. Forum on Transatlantic Security. "Countering Terrorism and Violent Extremism: Understanding Issues and Building Common Strategies and Approaches Europe and Eurasia." (Spring 2022). Principal Organizer: Sharyl Cross (Director, Kozmetsky Center & Global Policy Fellow, Kennan Institute Wilson Center, St.Ed). Abstract: This fourth collaborative CES-St.Ed conference will bring together experts of the US and European academic and policy communities employing a comparative case-study method assessing the sources of rising populism and nationalist candidates and movements among nations of the transatlantic community. Particular attention will be devoted to defining the implications of the shifting political landscape throughout nations of the transatlantic community for future regional security and economic institutional (NATO, EU, others) viability, alliance relationships and sustaining cooperation in addressing common security and economic challenges. CPPI					
					3,500	3,500
21,46	F12. The Future of the Eurozone (Part I): Consumerism. (Spring 2022). Principal Organizer: Jamie Galbraith (LBJ, UT-Austin). Abstract TBD.				3,124	3,124
	<i>Subtotal for Conferences:</i>	14,250	13,807	11,258	9,624	48,939
	8.4. Measurement and Evaluation					
	Measurement and Evaluation. Jessica Hartos, who will serve as CES's external evaluator, received her PhD in Developmental Psychology from the University of Houston in 1998. Her training and expertise are in the areas of program development and evaluation and applied research and statistics. She is currently Associate Professor, Department of Physician Assistant Studies at the University of North Texas Health Science Center. She was formerly Research Associate with the College of Natural Sciences at The University of Texas at Austin, the Evaluation Coordinator for the TX Mental Health Transformation Project for the Texas Department of State Health Services; Associate Professor in the Department of Public Health Sciences at The University of North Carolina at Charlotte; and Research Fellow at the National Institute of Child Health and Human Development. Her research interests focus on program development/evaluation and translation research (putting research findings into practice) related to higher education academic and professional programs.					
		2,500	2,500	2,500	2,500	10,000
	<i>Subtotal for Measurement and Evaluation:</i>	2,500	2,500	2,500	2,500	10,000
	Total for Other:	150,800	110,357	107,308	104,174	472,639
	9. TOTAL DIRECT COSTS					
	Total Direct Costs:	249,972	249,972	249,972	249,972	999,888
	10. INDIRECT COSTS @ 8%					
	Total for Indirect Costs @ 8%:	19,998	19,998	19,998	19,998	79,992
	TOTAL FOR EACH GRANT YEAR FOR NRC	269,970	269,970	269,970	269,970	
	TOTAL FOR GRANT CYCLE FOR NRC					1,079,880
	11. TRAINING STIPENDS					
	Academic Year					
	Graduate					
	1. Institutional Payments 5 @ \$18,000	90,000	90,000	90,000	90,000	360,000
	2. Subsistence Allowances 5 @ \$15,000	75,000	75,000	75,000	75,000	300,000
	Undergraduate					
	1. Institutional Payments 5 @ \$10,000	50,000	50,000	50,000	50,000	200,000
	2. Student Stipends 5 @ \$5,000	25,000	25,000	25,000	25,000	100,000
	<i>Subtotal for Academic Year</i>	240,000	240,000	240,000	240,000	960,000
	Summer					
	Graduate and Undergraduate					
	1. Institutional Payments 2 students @ \$5,000	10,000	10,000	10,000	10,000	40,000
	2. Students Stipends 2 students @ \$2,500	5,000	5,000	5,000	5,000	20,000
	<i>Subtotal for Summer</i>	15,000	15,000	15,000	15,000	60,000
	TOTAL FOR EACH GRANT YEAR FOR TRAINING STIPENDS	255,000	255,000	255,000	255,000	
	TOTAL FOR GRANT CYCLE FOR TRAINING STIPENDS					1,020,000
	12. TOTAL COSTS	524,970	524,970	524,970	524,970	2,099,880